

**THE CONCEPTION OF TEACHERS AND STUDENTS REGARDING READING
ENGLISH: THE CASE OF GRADES 4 AND 5 STUDENTS IN ARADA SUB
CITY, ADDIS ABABA**

**A THESIS PRESENTED TO THE SCHOOL OF GRADUATE STUDIES OF
ADDIS ABABA UNIVERSITY IN PARTIAL FULFILMENT OF THE
REQUIREMENTS OF THE DEGREE OF MASTERS OF ARTS IN
CURRICULUM STUDIES**

BY

HAILEMICHAEL SHEWA

**JUNE 2007
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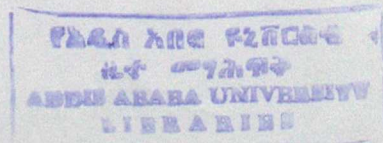
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THE STATUS OF READING SKILLS DEVELOPMENT IN SOME SELECTED
PRIMARY SCHOOLS IN ADDIS ABABA: THE CASE OF COMPREHENSION
IN ENGLISH

BY

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Table of Content

Page

Acknowledgement -----	i
Table of Content -----	ii
List of Tables -----	iv
Abstract -----	v

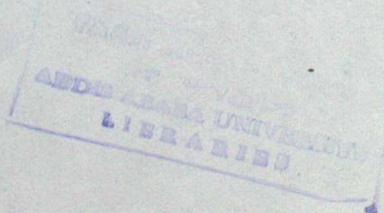
Chapter one ----- **1**

⇒ Background of the Study-----	1
1.1 Statement of The Problem-----	4
1.2 Objectives of The Study-----	7
1.3 Significance of The Study-----	7
1.4 Delimitation of The Study-----	7
1.5 Limitations of the Study-----	9
1.6 Operational Definition of Terms-----	10

Chapter Two----- **11**

⇒ Review of Related Literature-----	11
2.1 Stages of Reading Development-----	13
2.2 Independent Reading-----	16
2.3 Text Selection-----	18
2.4 Reading in the Classroom-----	21
2.5 Reading Instruction-----	24
2.6 Reading Sight Words and Fluency-----	27
2.6.1 Contribution of Automaticity-----	28
2.6.2 Prosody's Role in Fluent Reading-----	28
2.7 Reading Strategies-----	31

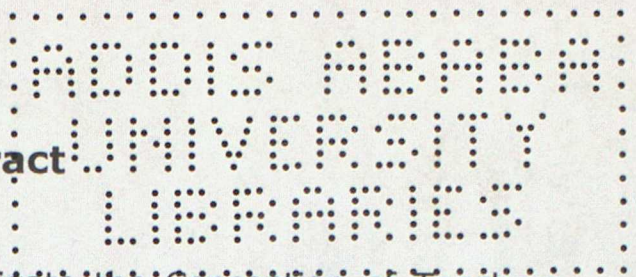
Chapter Three -----	34
Methodology-----	34
3.1 Research Design-----	34
3.2 Techniques of Data Collection-----	35
3.2.1 Questionnaire-----	35
3.2.2 Observation-----	35
3.2.3 Interview-----	36
3.3 The Population-----	37
3.4 The Sample Design-----	39
3.5 Data Analysis-----	40
Chapter Four -----	41
Analysis and Interpretation of Data-----	41
4.1 Analysis of Data Collected From Students-----	41
4.2 Analysis of Data Collected From Teachers-----	55
Chapter Five -----	71
Summary and Conclusions -----	71
5.1 Summary of the Major Findings-----	71
5.2 Conclusions-----	75
<i>Bibliography</i>	
<i>Appendices</i>	



List of Tables

	Page
Table 1. Reading Interest-----	41
Table 2. Reasons for Reading English Texts and Reading in the Classroom-----	42
Tables 3. Text Selection-----	44
Table 4. Length of Sentences in the Passages-----	46
Table 5. Length of Passages-----	47
Table 6. Reading and Retelling-----	48
Table 7. Reading after School-----	49
Table 8. Dictionary Usage-----	50
Table 9. Supports from Teachers-----	51
Table 10. Supports from Parents-----	52
Table 11. The Status of Reading Skills Development-----	53
Table 12. Causes of Poor Reading-----	54
Table 13. Reading Interest-----	55
Table 14. Reading in the Classroom-----	56
Table 15. Period Allotment-----	57
Table 16. Classroom Reading Time-----	58
Table 17. Text Selections-----	59
Table 18. Text- Student Ratios-----	60
Table 19. Reading and Retelling-----	61
Table 20. Reading after School-----	62
Table 21. The Status of Reading Skills Development-----	63
Table 22. Reading Assessment-----	64
Table 23. Academic Achievement-----	65
Table 24. Economic Background and Reading Skills-----	66
Table 25. Grade Level and English Reading Skills-----	67
Table 26. Possible Solutions to Reading Skills Problems-----	68

Abstract



This study was conducted to investigate the Conception of Teachers and Students Regarding Reading English: the Case of Grades 4 and 5 students in some Selected Primary Schools in Arada Sub city, Addis Ababa. The schools were selected purposefully so as to include samples from various types of schools, and the study included one church school, one private school, one public school and one government school. The subjects of the study were the sample school's Grades 4 and 5 students, their English teachers, and the four sample schools' directors. Regarding data gathering techniques, schedules were used to collect data from students, questionnaire to collect data from teachers, and interview was used to collect data from directors. All the tools for data collection were prepared in Amharic to avoid language barriers and to facilitate communication.

The objectives of the study were to assess the students' reading skills development in some selected primary schools in Arada Sub city. To achieve this objectives the researcher developed basic questions concerning the factors that possibly affect students' reading skills development.

The researcher, therefore, assessed the possible causes of poor reading and the possible solutions to reading skills problems. To investigate these issues, descriptive survey method was used. This method was chosen because the method helps to describe the status of the existing phenomena at a point of time. Hence, the researcher found out that students were rated as very good at reading and understanding English texts.

CHAPTER ONE: LITERATURE
BACKGROUND OF THE STUDY

The ability to read is vital because it paves the way to success in school, which can build self-confidence and motivate children to set high expectations for life. Research shows that children who read well in the early grades are far more successful in later years; and those who fall behind often stay behind when it comes to academic achievement (Snow, Burns and Griffin 1998). Reading opens the door to learning about mathematics, history, science, literature, geography, and much more. Thus, young capable readers can succeed in these subjects, take advantage of other opportunities (such as reading for pleasure and develop confidence in their own abilities. On the other hand, those students who cannot read well are much more likely to drop out of school and be limited to low paying jobs throughout their lives. This implies that reading is undeniably critical to success in today's society. All international organizations, most non-governmental organizations and some of the well paying government offices such as Ethiopian Airlines, the Commercial Bank of Ethiopia and Ethiopian Insurance Corporation, require a good mastery of English (Ambatchew, 2003)

The focus of this study is on Grades 4 and 5, and this is because, grade four is where reading passages appear in students' English textbook in Ethiopia. Here, more cognitive elaboration is required as the text is less contextualized than in earlier grades. When primary school students, in Addis Ababa, get into grade 7 they will learn almost all subjects in English. Moreover, students are required to read almost all subjects in English when they are exited to the all English

classroom. This means students should be able to read and understand these subjects written in English to do the required activities and to read and understand their exams and to school success. Nevertheless, People read for many reasons: for pleasure and interest, for work, to obtain information that will help them make choice and decisions, to understand direction such as those on street signs and in recipe books, to learn about the world, to keep in touch with family and friends and so on.

English is playing a leading role particularly if someone wants to learn about the world, and the majority of the learning takes place through reading English. This is because English is seen as essential for bettering oneself, and the perception that greater fluency in English guarantees better employment opportunities has in turn, led to an increase in demand for English language courses (Ambatchew 2003).

The thesis is that many English language learners do poorly in their academic career because they are not reading at the level, before they exited to the all-English classroom, necessary for school success. The dimensions of the problem are enormous in Ethiopia where English is not a home language. Children who come to school often do not posses the English language skills sufficient to allow them to participate fully in the all-English core curriculum classes. The low standard of the students' English in Ethiopia persists as a problem (Ambatchew, 2003).

Vocabulary knowledge is especially important in this process. Studies have shown that a strong relationship exists between knowledge of word meaning and ability to comprehend passages containing those words (Anderson and Nagy, 1992). Vocabulary knowledge is very highly correlated with scores on general intelligence, standardized achievement tests, and schools success (Dickinson, 1984). Furthermore, some measure of vocabulary difficulty is always a major component of readability formulas used to grade the difficulty of text books. The more difficult the words of a passage are, the more difficulty the readers will have in making sense of the text.

There is some research with English language learners that suggests that vocabulary knowledge is a crucial factor for school success. A study of Latin and Chinese school children (Ammon, 1987) indicated that unknown vocabulary on tests was a critical linguistic factor adversely affecting reading test performance. In another study, oral vocabulary production was a very strong correlate and the only oral proficiency correlate of English reading achievement (Saville - Toroiike, 1984). Indeed, Vocabulary knowledge has been found to be even more important for test performance among fifth and sixth grade Latino students than was prior knowledge of content (Gracia, 1991).

Therefore, all the factors that affect reading skills development including vocabulary problems are assessed in this study, so as to investigate students' problem in reading and understanding texts written in English. This is because all learning, particularly in the late elementary schools and above, takes place in English and any constraints regarding this should be avoided in its infancy.

1.1 STATEMENT OF THE PROBLEM

English is introduced as a subject starting from Grade one and it is a compulsory subject, for example, in the National Examination that is administered at the end of the eight years in primary schools (Ambatchew, 2003). This indicates that students should read and understand English passages in the earlier grades. For example, grades 4 and 5 students, as it is clearly put in their syllabi (See the appendix), are required to read English passages and answer comprehension questions. However, according to Widdowson (1987), learners lack motivation to read, teachers are not certain about how to prepare the learners for the text, particularly in terms of vocabulary. Teachers are not also sure how to make decision as to which exercises should be done, and which left out. Likewise they are not sure about what sort of supplementary activity, if any, should be carried out. Hence, the researcher would investigate this issue in relation to reading skills in the Ethiopian context.

Several studies confirm that students are poor readers in all aspects of reading in general, and reading in English in particular. In this regard, Ambatchew (2003) states that though English is used as the medium of instruction at secondary and tertiary levels in Ethiopia, students are weak in English. Moreover, researchers (Belainesh, 2001; Endalew, 2004) who studied reading skills development of students in the upper primary schools and in the high schools, in Addis Ababa and Oromia region, respectively, found out that students have poor reading skills.

The emerging reader is ready to receive instructions about reading, learns that text is a common way to tell a story or to convey information, begins to match written words to spoken words and to

perceive relationships between sounds and letters, begins to experiment with reading, and is willing to try to say words out loud when reading simple texts and finds the pictures helpful in understanding the text, and learns that words convey a message consistent with the pictures. The researcher also feels that reading problems still persist in the primary schools. He also believes that learning to read does not happen all at once. It involves a series of stages that lead, over time, to independent reading and to fluency. Therefore, in order not to play with fire students should be given attention in the earlier grades to enable them achieve fluency in the latter grades.

To provide appropriate support for students in acquiring the language and to make them fluent in the language, teachers should know the history of students' reading difficulties, the interventions made, and the instruction missed. For example the teacher can look for evidence of the development of reading proficiency such as phonemic knowledge at the primary grades (Willson & Rupley, 1997).

Teachers should model, that is, read short stories to the class or narrate how he/she became a good reader recounting his/her own experience, for example, and students should practice relating their prior knowledge to the text and making predictions about the content before reading, interpreting the meaning by constructing mental images and summaries during reading, and asking questions and seeking clarification after reading (Pressley, 1999).

Students who experience reading difficulties in the early grades often suffer what has been called the "Matthew Effect" (Stanovich, 1986), a gap between good and poor readers that widens through the grades.

The recent introduction of English as a subject starting from Grade One and the allocation of greater English contact hours at tertiary level indicate the present government's concern and commitment to improve the quality of English (Ambatchew 2003) because reading is the cornerstone of academic success Luisa Moats (1999).

Therefore, this research will focus on the status of reading skills development in the primary schools of Addis Ababa, the case of comprehension in English through carefully selected samples. As the research, therefore, attempts to answer the following basic questions:

- Do students read and answer questions based on the reading text in the classroom?
- How Grades 4 and 5 students of the sample schools are being helped by their English reading teachers and their parents to improve their English reading skills?
- How are Grades 4 and 5 students of the sample schools perceived by their teachers with respect to reading their English textbooks or any other texts in their classrooms?
- How are the sample schools' directors and the schools at large helping the English language teachers and their students to improve Grades 4 and 5 students' English reading skills?

1.2 OBJECTIVES OF THE STUDY

- The main objective of this research is to investigate the students' reading skills development in the selected primary schools in Arada Sub city, Addis Ababa.

1.3 SIGNIFICANCE OF THE STUDY

The research will give a clear picture of the status of the reading skills development of students in the primary schools in Addis Ababa. This study will attempt to aid teachers, school directors, regional Educational bureaus, the Institute of Curriculum Development and Research to reconstruct students experience and thereby contribute to the growth and development of students reading skills. Furthermore, the proposed research will be insightful for the future researchers who would be interested in the theme under study.

1.4 DELIMITATION OF THE STUDY

The breadth and scope of the study is discussed as follows. The study focused on deliberately selected, four primary schools in Addis Ababa. The researcher selected the four primary schools purposively in order to include different types of schools and to have more representative sample. These include Public, government, private and church school. The sample primary schools will further be delimited to Grades 4 and 5 since the researcher feels that these two grade levels are critical to students to acquire reading skills, to identify the combinations of written or printed letters or characters as words in a language and understanding their meaning (Encarta Dictionary: English (North America)). In this study, the term 'reading' includes comprehension, which means understanding (Thesaurus: English (U.S.)). This indicates

that one cannot have comprehension skills without reading skills and vice versa. Hence, the researcher used both terms interchangeably, since reading also includes understanding.

Students are required to acquire reading at Grades 4 and 5 because their English text requires them to read passages and since they would be exited to the all-English classroom, particularly in Addis Ababa primary schools, after 3 and 2 years, respectively. Therefore, they should be able to read and understand the passages, as it is required to other subjects sooner, that is, to school success.

Moreover, the researchers focused on these grade levels so as to aid alleviate reading difficulties in its infancy. The researcher would focus on students' reading skills based on their performance in understanding the English passages they read and their ability to answer reading comprehension questions.

In addition, the information is to be collected based on two tours to each school since it is not a case study which requires longitudinal study rather it is a descriptive study which is cross-sectional study that requires data to be collected at a point of time, unlike case study which requires a long period of time to collect data.

The researcher would not do any comparison among the schools since it is not the purpose of the research. The researcher would simply describe the present status of students reading skills against their performance on answering reading comprehension questions as stated in their English textbooks' reading objectives.

1.5 LIMITATIONS OF THE STUDY

The researcher faced the following constraints in conducting the research effectively. The researcher set out to select the sample primary schools purposively. During selection the selected church school, the government school, and the public school welcomed the researcher to conduct the study, whereas the selected privately owned primary school by the name Holy Savior primary school refused to let the researcher conduct the study in the school for unknown reason. Such constraints hampered the researcher to study the intended school. It had no significant impact on his study since the researcher's selection criteria were based on proximity and type of the school. However, the researcher was forced to select another private school, which made the time constraints severe.

During data collection the researcher was forced to visit most of the selected schools twice or more before arrangements for the study was made, which aggravated the time constraints.

1.6 OPERATIONAL DEFINITION OF TERMS

- **Narrow Reading:** - Reading a few books by the same author or on the same subject. (Nuttal, 1982)
- **Accuracy-** also known as automaticity-refers to the person's ability to read words in a text. (Chall, 1996b).
- **Rate-**the speed a person reads. (Chall, 1996b).
- **Prosody-**refers to stress, intonation, and pauses-commonly known as reading with feeling. (Dowhower, 1991)
- **Sight words-**all words that have been recognized accurately on several occasions. (Johanston, 1985)
- **Mathew effect-**a gap between good and poor readers that widens through the grades. (Stanovich, 1986)
- **Students-** Grades 4 and 5 students of the sample school
- **Teachers-** Grades 4 and 5 English teachers
- **Reading-** Comprehension of English written materials

Chapter Two

Review of Related Literature

Different scholars have viewed Reading differently. Nuttal, (1982:4) believes that reading is a purposeful search for information in a given text. Williams, (1984:2) also defines reading as the process of looking at and understanding written materials. Widdowson (1987; 174) says that reading is an interaction between the reader and the writer mediated through the given text. Therefore, it is understood these definitions that reading requires readers, reading materials, purposeful search for information, interaction between reader and the written text, and it is not a one time activity but it is a process.

The ability to read is highly valued and important for social and economic advancement (Snow, Burns, and Griffin, 1998). For social and economic advancement students should get reading materials that are very much related to their every day activity and meaningful to their life. Reading success may not be enough to build self- efficiency, but it can be helped by allowing a choice of tasks and materials that are personally meaningful (Alexander, 1997; Cope, 1993). Reading also helps students to use various reading strategies and to be successful in their academic endeavors. Reading changes students' expectations or schema about what it means to engage in academic activities and use strategies to accomplish goals (Brophy, 1999). This means reading requires readers to understand the written text.

Students should learn from a written text. This happens when they understand the passage they are reading. In order to read to learn

from text, readers need to actively construct a mental model of the text that draws upon the text and their own background knowledge (Graesser, Mills, and Zwan, 1997). Students should be given time to read and they should be allowed and helped to select a reading material suitable for them. According to Cunningham & Allington (1999), readers are not just people who can read, they are people who select books that appeal to them and set aside time to read for their own pleasure and information. Readers also need sufficient background knowledge to be able to monitor whether meaning is a guess or a certainty (Oakhill & Yuill, 1996; Ruffman, 1996). Students, therefore, are required to have full understanding of the information they are looking for in a written text.

Current difficulties in reading, however, largely originate from rising demands for literacy, not from declining absolute levels of literacy. In a technological society, the demands for higher literacy are ever increasing, creating more grievous consequences for those who fall short (Snow, Burns, and Griffin, 1998). The present generation is an information age society. Information is exchanged vastly through written texts. This information age requires today's society to be literate, to read and to write. The process of becoming literate can be conceptualized as a series of qualitatively different stages through which learners' progress as they become increasingly proficient with print (Chall, 1996b; Ehri, 1998; Harris & Sipay, 1990; Juel, 1988). Therefore, students should be helped to pass through these stages.

Reading requires speed because, in this information age, time is money. Speed reading requires students to be familiar with most of the words in the written text. Students should be familiar with most common words which are called sight words to read with speed.

Students who decode the first few letters and then guess the rest of the word may have an implicit theory that reading is a search for sight words with gaps filled in by background knowledge (Johanston, 1985). No student can read written text if the content of the text is completely new to them. Reading is interaction and sharing of experience between the reader and the writer. Walker, (1988:3) emphasizes that an interactive view of reading holds that reading involves using both information from the letters and words in the text and information that readers already know to construct meaning. This fact suggests that reading is a meaning-making process.

2.1 Stages of Reading Development

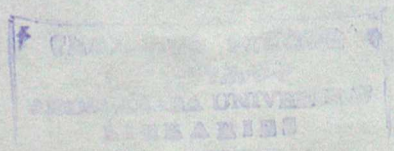
Reading is a process and it involves passing through a series of stages. Students learn to read as early as possible so that they would begin to read to learn sooner than later. For this to happen, students should pass through so many reading stages. This is because; reading development can be viewed as series of qualitatively different stages through which learners proceed (Harris & Sipay, 1990). This shows that students should begin reading at the earliest grade level as possible to be able to read to learn. According to Chall (1996b), there are six stages through which readers proceed, each of which emphasizes a particular aspect of reading development.

The first is an early reading or emergent literacy stage; Chall (1996b) calls this initial stage of literacy learning pre-reading. This period encompasses the literacy behaviors that are developed prior to formal instruction. That is, the learner develops a foundation that will allow later instruction to proceed in a meaningful manner. For example, children develop insights into reading process that include concepts

about print, phoneme awareness and book-handling knowledge. Further, they come to recognize that print represents language and carries the story's message. The next is the initial stage of conventional literacy or the beginning of formal reading instruction. At this stage, the instructional emphasis is upon developing learner's recognition of basic sound symbol correspondences while providing them with sufficient opportunity to establish their decoding ability.

Following this is a period called confirmation and fluency, or ungluing from print (Chall, 1996b) in which readers confirm what is already known in order to develop their fluency. Having established their accuracy in decoding during other previous stage, learners must now develop their automaticity with print. Further, as their reading becomes increasingly less halting, they develop the ability to represent what is read in ways that imitate natural or conversational rhythms. In other words, they are able to make use of prosodic features, such as appropriate phrasing, stress and intonation in their reading. Once learners have established this level of comfort with print, it becomes far easier for them to construct meaning from a given text than when they are still struggling with word identification.

At this point in the learning process, students are represented with increasing amounts of expository text. Chall (1996b) calls this stage of development reading for learning. As students acquire a solid base of knowledge in given area, they are increasingly likely to be exposed to a number of sources on that subject. This stage incorporates what Chall (1996b) refers to as multiple viewpoints. It is here that readers begin to deal with a variety of viewpoints regarding a given topic and learners are expected to critically evaluate these sources. The final stage in Chall's (1996b) model is that of construction and



reconstruction. It is during this stage that an individual begins to synthesize the myriad viewpoints presented in texts in order to determine their own perspective on a given subject, a skill that is essential if a learner is to develop into a critical reader.

After the learners have established a basic familiarity with sound-symbol correspondences, they need to focus on automatizing their decoding ability Chall (1996b). This period of development is not for the learning of new skills "but for confirming what is already known to the reader" (Chall, 1996b, P.18). Such practice allows learners to gain comfort with print, thereby enabling the transition from learning to read to reading to learn (Chall, 1996b). To proceed smoothly without such automatic processing, students will continue to expend a disproportionately large percentage of their attention on decoding which, in turn, leaves them with an inadequate amount for comprehension (Adams, 1990; La Berge & Samuels, 1974; Stanovich, 1984). In other words, fluency is prerequisite if learners are to succeed at the primary purpose of reading, the construction of meaning from text (Allington, 1983; Schreiber, 1980)

2.2 Independent Reading

Students should make repeated readings. They should read in the school and after school. This helps them to develop their reading skills. That is, students should not always make assisted reading but they should also read unassisted and develop their confidence in reading. According to Dowhower (1989), interventions designed to promote fluent reading can be classified primarily as assisted or unassisted. Unassisted, or independent, repeated readings rely upon learners ability to improve their accuracy, rate, and prosody on their own, where as assisted readings provide a direct model of fluent reading for the learner in the form of a mentor, a taped recording of text, or another form of speech feedback perhaps the best known of the reading intervention designed to support fluency development is repeated readings. This is strategy that relies upon independent practice of text.

Children learn how to perform tasks appropriately within their zone by interacting with more competent and responsive others who provide hints and prompts to the child whenever needed (Pressley, 2002, P.97). Children learn to read while reading! A clever analogy is that of the child learning to swim. One does not tell the child all about swimming and then throw them into the water. Just as one learns to swim by swimming, one learns to read by reading. Encouraging and perfecting of reading strategies should occur in the context of reading (Biddulph, 2000). Children reading independently are also able to perform what is called 'Cross-checking' (Fountas & Pinnell, 1999).

Briefly cross-checking involves an ability to simultaneously check one source of information to another. The Reader is checking one cuing

system against another. Good independent readers use several sources of cues in an integrated way. Information is gained through the "Orchistration" (Opitz & Ford, 2001) of semantics, syntax and graphonic cues. It is very motivating to be working at the boundary of one's competence, achievable goals, because it would not cause any frustration. But independent silent reading, conducted without guidance or feedback is not sufficient to build reading improvement (National reading panel, 2000). This suggests that students also need the opportunity to talk about ideas in texts. Sustained Silent Reading time is not a time for teachers to correct papers or plan the next day's lessons. Teachers should be right there on the floor (or in another comfortable spot) modeling a life long love of reading. Healthy interactions, according to Vygotsky (1978), are productive conversations between adult and child that do not demand too much or too little, but rather support the child who is working on new competencies (Pressley, 2002, P.119). Therefore, independent reading does not mean reading with the complete absence of interaction.

Those who read on their own think differently. For them, English is something which helps them achieve their own goals, such as reading the latest book by Stephen King or talking to people from other countries in an online forum. They are much more willing to spend time on English, even in ways which are not directly related to their interests. This shows that "free reading improves one's general motivation for English. Edward Fry, (1963: ix) strictly advises that readers should get away with bad reading habits that put hindrances to develop good comprehension ability. Some of these bad habits are reading a string of words without checking if they make sense, repetitions and regressions (reading again), pointing at each word while reading and body movement. That is, reading should be with

understanding, reading with repetition and reading again before finishing the passage, pointing at each word and body movement while reading decreases reading speed,

2.3 Text Selection

Students should select reading texts neither too difficult nor too easy but challenging. According to Taberski (2000), if texts are too difficult, children are likely to focus too much on figuring out words they don't know and too little on the strategies they need to practice. They can only comment on a story when they are reading! Books read need to support their use of background knowledge (Semantics) and language structure (syntax), as well as letter-sound relationships.

Text for children should be selected with at most care. Both Taberski and Fountas and Pinnell (1999), believe that matching students with "just right" books allow them to use variety of information sources and strategies as they read and stay engaged in their reading longer. A wonderful analogy for understanding the "why" of leveled texts is given by Taberski (2000), she states, you would not get on a "bad size" bike and try to learn to ride. You need a bike that fits you 'just right'. The same goes for books. One need to learn to read by reading a book that fits 'just right'.

Recognition of students' inner potential is very important. Opitz and Ford (2001) go on to reiterate that all children have the ability to become literate. They explicitly describe the role of the teacher to be one who determines what the child knows now, and what they need to learn. Skillful teachers of guided reading and literacy in general should be called upon and use high quality demonstrations, modeling,

explanations, as well as encouragement in order to bring students to "new heights" (Opitz & Ford 2001). Children should be aware of the teacher's expectations of her students. Opitz and Ford (2001), state that some educators are currently advocating that children who are just learning to read should be reading decodable text. They describe decodable text as text, which is constructed by using specific letter-sound patterns, as well as high frequency words or sight words, which was discussed previously. Therefore, students should be provided with appropriate reading materials related to their day-to-day activity.

Text selection and Reading skills development expectations vary from one grade level to another grade level. However, at any level, as evidenced by the experience of Taberski (2000), shown that students reading at a frustration level (rates below 90%) often do not sustain their reading long enough to practice the skills they need to work on. Hence, students should have this goal of reading skills that help them do their job and they should be able to read as much as the expectations in their respective grade levels. Authentic texts (such as newspapers and trade books) and choice in selecting reading materials are especially important for fostering reading persistence in readers (Cope, 1993). Thus, students should be helped to select books, which promote their reading habits.

To select English text for reading students should have interest to read. Interest to read is essential in developing one's reading skills. This can be instigated by motivation to read. Brophy (1987) states that there are two keys that motivate learning: perception of the possibility of success and perception that the outcome will be valued.

Reading comprehension requires construction of meaning as discussed previously. Reading for meaning is the primary goal of guided reading. All instruction is designed to help children construct meaning (Opitz & Ford, 2001; Fountas & Pinnell, 1996). The opportunity to gain meaning from text is related directly to book selection.

Students should be supported in the provision of books so as to uplift their reading skills. They should be provided with carefully selected English reading texts. Fountas and Pinnel (1996) speak of text selection with the analogy 'Like a piece of jewelry, each book is selected with care.' Text selection closely resembles text leveling especially when examining and considering specific text characteristics. All children should receive reading instruction using texts at their instructional reading level. A text in which a child can read 90 to 95 percent of the words accurately is considered instructionally appropriate (Fountas and Pinnell, 1996). A book should be easy enough to develop students' confidence and facilitate understanding, but it should be challenging (clay, 1991). Hence, texts selected for children should take into consideration children's reading competence.

2.4 Reading in the Classroom

Students should be given opportunity to work in partnerships, which foster better and deeper understandings. Partnerships allow a child to work with another who may give them new insights into the reading process (Opitz & Ford 2001). To maximize their full potential, all children need to be taught by skilled teachers. Teacher demonstration is an important part of learning process (Fountas & Pinnell, 1996). Hence, teachers should be the reading model for their students. Teachers should review students on the meanings of new vocabulary words and ask them to create personal, visual images to help them remember the meaning. These include carefully matching students with materials and implementing shared readings and discussions (Allington, 1983).

This also requires students' initiative to learn. Children learn best when they are responsible for their own learning. Children need to know the why and how of reading (Fountas and Pinnel, 1996). Students get a skills workout when they write reviews of what they've learned that week. Routman (1990) suggests teacher-student generated reviews that not only allow parents to see what their children are learning, but also give ownership for learning to the students themselves. Teachers often take the wheel and lead students through predetermined lessons, resembling the slogan, (the teacher is behind the wheel). According to Villaume (2001) the teacher should assume the role of the coach, not the driver, and take "the wheel" at a few carefully thought-out moments. Lessons should be planned as to encourage and develop students as independent, strategic, and self-extending readers and learners.

A teacher who understands the basic theoretical perspectives that underpin the approach understands that reading is more than decoding the print; reading is constructing meaning independent and unique to the reader. According to Mooney (1995) students should not be required to justify their reactions to the story until they have had time to think through and assimilate some of their ideas. Sometimes the most appropriate response to reading is more reading, and sometimes it is no response at all. It is a lifelong process of personal interpretation, analysis, challenge and reaction to the printed word (Buddulph, 2000).

Reading texts for children should be enhanced with pictures and visual images. Rather than designing material that needed to be used in conjunction with a television monitor (Wilson, 1997) made use of the closed-captioned option available on a number of television programs with remedial readers in an exploratory study. Evidence indicates that the students not only enjoyed the lessons but felt they benefited from the strategy. Further, the lessons considered effective in promoting the learner's fluency.

Teaching reading should begin with students' background knowledge. Activating students' background knowledge before reading and generating discussion after reading is useful. Students should extend their reading in the classroom to school and home reading. Extensive reading is critical to the development of reading proficiency (Stanovich, 1992). Reading in the school and home reading should be supported by related supplementary materials. If children are to read a lot throughout the school day, they will need a rich supply of books they can actually read; this seems a simple statement of fact. But

there also exists a large and potent research base supporting supplying children with books of appropriate complexity (Allington, 2001). Simply put, students need enormous quantities of successful reading to become independent proficient readers.

Results from the studies on special population (poor readers and ESL students) indicate that more accountability for reading is helpful. Williams, (1984:4) believes that the three-phase approach cannot always be strictly conducted. The teacher may cut out one of the three reading stages with respect to their suitability to a particular reading class. According to her, the three-phase-approach has two advantages. It exploits the students' linguistic knowledge and background knowledge or schema, which generates active learners' reaction and involvement.

It assists logical and coherent integration of the reading skills. Nuttal 1982:135) states that we need the framework of a lesson for reading so that we can decide how detailed our understanding must be. So it is often helpful to give students an imaginary purpose for reading, to judge what they can skim over, what they must attend to in detail according to its relevance to their purpose. Students should not worry about pushing a head rapidly to harder and to different material. This is because if they do enough narrow reading, they will be much better prepared to read "demanding" texts. According to Ambatchew (2003), a concerted effort to develop the teachers' skills is being made with several workshops and in service courses being given to teachers at primary level.

2.5 Reading Instruction

Reading instruction requires special attention in schools. School teachers have the lion share in this regard. According to Learning First Alliance (2000), a successful teacher of beginning reading enables children to comprehend and produce written language, exposes them to a wide variety of texts to build their background knowledge and whet their appetite for more, generates enthusiasm and appreciation for reading and writing, and expertly teaches children how to decode, interpret, and spell new words form a foundation of linguistic awareness.

Teachers' role in students reading skills development has to be recognized. According to Learning First Alliance (2000), the successful teacher adopts the pacing, content, and emphasis of instruction for individuals and groups, using valid and reliable assessments. The teacher's choices are guided by knowledge of the critical skills and attitudes needed by students at each stage of reading development. Beginning reading skills are taught explicitly and systematically to children within an overall program of purposeful, engaging reading and writing.

Reading instruction should be intended to encourage students develop their reading skills from reading simplified texts to more complex texts. According to Learning First Alliance (1998), everything teachers do in reading class and beyond should be designed to build children's ability to understand increasingly complex content of all sorts. Teachers should use variety of strategies to achieve these goals. For example, according to Learning First Alliance (1998) children can learn to scan material **before they read**, to predict what will happen in the

story and to recall background knowledge about the topic discussed in the material. **While reading**, they can learn to look for characteristics, settings, problems and problem solutions, to summarize main ideas, and to monitor their own understanding (for example regularly asking themselves whether they understand what they are reading. **After reading**, children can be taught to make charts, webs, outlines, and other representations of the content. They can generate questions for other children, or write their own stories or factual material. They can summarize or retell.

Engaging students with various activities can improve students' reading skills. Through assignments, activities, classroom discussion and reading materials, teachers can provide ways for students to connect what they know with the academic literacy of school (Williams and Snipper, 1990). Teachers should also encourage students with reading difficulties. Gillet and Temple (1990), states that the effective teacher begins instruction by assessing the reader to determine strengths and weaknesses, without the labels of disability deficits.

When students participate in literature circles, they read independently and "think collaboratively". But independent silent reading, conducted without guidance or feedback is not sufficient to build reading improvement (National reading panel, 2000). This suggests that students also need the opportunity to talk about ideas in texts. Schools should organize reading clubs. A small group of three to five students meet to discuss one particular book. During their conversations they actively clarify confusing parts of the text, make connections to other texts or similar personal experience as well as discuss the authors.

Reading proficiency requires the reader to independently begin and persist in reading tasks; actions that hinge on motivation (Snow, Burns, & Griffin, 1998). Reading instruction, therefore, should involve parents. This is because students spend much of their time with their parents. Reading should be made a family activity, since parents should be children's first and most important teacher. When they help their children learn to read, they are opening the door to a world of books and learning. Feelings of competence and self-determination engendered by a reading task likely affects the reader's intrinsic motivation for it (Deci & Ryan, 1985).

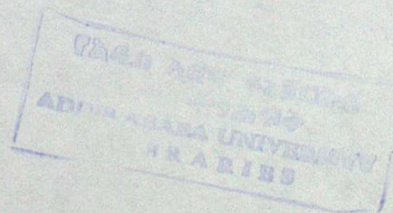
Intrinsically motivated readers persist in reading because of affective engagement, the pleasure or satisfaction that is gained from their value or interest in the task (Baumann & Duffy, 1997). Before long they will grow to love stories and books. Eventually they will want to read on their own. With the help of parents, children can learn how to read and can practice reading until they can read for their own enjoyment. Then they will have a whole world of information and knowledge at their fingertips.

Spending time with word games, stories, and books will help children to gather information and learn about the world, learn how stories and books work. They have beginnings, endings, and characters, about new words, learn how to listen and how to think, learn the sounds of language and language patterns and fall in love with books. Parents, therefore, should work with their children's teachers and others to improve their children's reading skills. According to Walker (1988:38), "Effective reading teachers focus on instruction reading whole stories and relating them to relevant personal experience."

2.6 Reading Sight words and Fluency

As learners continue to develop an understanding of the alphabetic system, they move toward full alphabetic coding. This parallels the initial stage of conventional literacy in Chall's (1996b) model. During the final phase, the consolidated alphabetic phase, learners come to recognize letter patterns that occur across different words as units, this becomes part of their generalized knowledge of the orthographic system. This final advance reduces the memory load for the reading, making it easier to learn new words and speed up the process of word recognition by increasing their awareness of the ways letters co-occur in the spelling system. This phase of sight word development ensures that the learner establishes automatic and accurate word recognition that is integral to the reading process.

Therefore, in order to read with fluency- to use prosodic features such as stress, knowledge of words which receive more emphasis than others, pitch, knowledge of rising and falling intonation patterns, and juncture, knowledge of appropriate text phrasing- students should pass all these stages.



2.6.1 Contribution of automaticity

Proficient readers have certain features in common. They not only read accurately, but their recognition of word is automatic as well. An individual has a limited amount of attention available for any given cognitive task (Laberge & Samuels, 1974). Therefore, attention expanded upon one activity is necessarily, attention unavailable for another. Automatic word recognition allows one to focus contextual analysis on constructing meaning, rather than on decoding (Admas, 1990).

When an individual provides a fluent rendering of a text there is a tacit understanding that they are doing more than simply reading the words quickly and accurately, they are also reading with expression. Implicit in the "term reading with expression" is the use of those prosodic features that account for the tonal and rhythmic aspects of language (Dowhower, 1991). Prosody is composed of a series of features including pitch or intonation, stress or emphasis and tempo or rate and the rhythmic patterns of language, all of which contribute to an expressive rendering of a text (Allington, 1983, Dowhower, 1991, Schreiber 1980).

2.6.2 Prosody's role in fluent reading

Reading fluency permits readers to read variety of texts with in a very short period of time. It is commonly noted (Allington, 1983, Chall, 1996b) that children who have not achieved fluency, read either in a word-by-word manner or by grouping words in way that deviate from the type of phrasing that occurs naturally in oral language (Dowhower,1991). Since comprehension is more enhanced through

accurate recognition of words, it is reasonably well established that teaching children to be more accurate at recognizing words leads to improved comprehension (Chall, 1996b).

To build fluency, reading practice with active support and feedback, such as guided oral reading and repeated reading, was found to be effective across multiple grade levels (National Reading Panel, 2000). This extensive reading enhances fluency, and students should practice reading English wherever possible in order to develop their reading fluency. Students need to be fluent in reading because, more fluent readers were found to read with greater comprehension (White, 1995).

Students who decode the first few letters and then guess the rest of the word may have an implicit theory that reading is a search for sight words with gaps filled in by background knowledge (Johnston, 1985). That is, if students read a few books in English they will see that their English has become better. They will start using new vocabulary and grammar in their school compositions and e-mail messages. They will be surprised, but English phrases will just come to them when they are writing or speaking. Things like the past simple tense and how to use the word "since" will become part of them. They will use them automatically, without thinking correct phrases will just appear in their head. This shows that practice improves fluency. Fluency represents a level of speed and accuracy of word recognition and it improves from reading practice (Dowhower, 1987).

Poor reading emanate from lack of vocabulary knowledge. Research (Stanovich, 1986, 1992), indicates that for the majority of poor

readers the basic source of their difficulty is failure to develop accurate and efficient (i.e. automatic) word recognition skills. This may cause frustrations to students who are not used to reading. In addition, effective and motivational problems resulting from repeated failure can lead to attitudes of "learned helplessness" whereby students give up trying and so perpetuate the failure cycle (Pressley, 1990).

Poor decoding skills may in turn, place comprehension processes at risk. This is because poor readers devote so much attention to the decoding task that are not enough cognitive resources left for construction of meaning (Naslund, 1992; Stanovich, 1986, 1992). In order to construct meaning from a reading passage, students should have a firm ground of reading interest in their childhood. Unless and otherwise, it would be hardly possible for them to like reading when they are grownup. This means, children who fail to develop good word recognition skills in the early grades begin to dislike reading and hence avoid reading (Juel, 1988; Stanovich, 1986, 1992).

Students should be provided with reading materials that match their needs and interest. Their reading materials should be in accordance with their progress. That is, children's progress should be tailored to students' particular needs, goals and resources (Snow, Burns, and Griffin, 1998). Students reading skills could be immensely improved by enhancing students' reading fluency. Despite the theoretical relevance of reading fluency for the development of competent reading skills, it has been largely neglected in reading research (Allington, 1983). Therefore, fluency, though neglected, is quite essential for reading comprehension.

Teachers' effort to improve students' reading skills should be recognized and supported by school principals. According to Stricherz (2001) principals should primarily be instructional leaders, and delegate administrative task to others. Their top goal should be to raise students' achievement. Students' failure in any subject, therefore, should also be accounted to lack of effective school administration.

Principals should make a close supervision about students' progress and they should step in and take necessary measures whenever students' progress is halted. According to Stricherz (2001) there are six steps principals should take to improve test scores. These include balancing management and leadership roles; setting high expectations and standards; demanding rigorous content and instruction; fostering a culture of adult learning; using data and engaging parents and civic groups in schools.

2.7 Reading Strategies

Reading strategy is defined as the mental operations that the reader consciously or unconsciously employs to make sense of a text (Barnett, 1989). To make sense of a given text students should have the knowledge of phonology. Past research (Felton, 2001, P.122), has demonstrated that students with reading difficulties have poor decoding skills directly resulting from their limitations in phonological processing; particularly phonemic awareness. Phonological knowledge involves understanding the sound properties of words and phonemic knowledge awareness of individual speech sounds. Both phonological

knowledge and phonemic awareness are essential for literacy learning (Munro, 1998, P.ix).

Phonological knowledge is important to the construction of meanings. This is because immature phonological processing will impact on an individual's ability to understand how words work, to recode words (how to identify patterns of letters and how to say the words) and how the spoken form translates into written form (Engen & Høien, 2002 P.615). If students have poor in phonological processing, they would be poor in their reading skills. In this regard, Gonzalez, Espinel & Rosquete (2002) note, "There is considerable agreement that a phonological processing deficit is the major cause of reading disabilities" (p.334).

Therefore, phonological knowledge plays a very important role to the improvement of students reading skills. It is an essential component in the reading developmental continuum and is an important prerequisite for reading (Munro, 1998, p.6). Of course, one may be taught some reading and spelling rules such as, "when two vowels go walking, the first one does the talking." However, one learns best by active involvement and practice with the task at hand, which allows seeing, word and lettering patterns for oneself (Clymer, 1996). Hence, phonological knowledge is acquired not through learning of rules but through active involvement and practice.

In relation to this, research suggests that the brain is a pattern detector, rather than an applier of rules (Cunningham, 2004). If brains are indeed pattern detector students should be provided with plenty of opportunity to investigate and organize of those patterns. Students can pause and think at interesting (not obvious) things. They can

pause on a new word, how a word was used, a grammatical structure, a preposition, an article, a conjunction, the order of words, etc. For example, spend a while to think about the fact that the sentence contains the preposition "at", and not "on". Perhaps the word order is different than in their first language.

When highly predictable but relatively unfamiliar words are read, the child is less likely to learn the word than it is less predictable (Bolger et.al, 2004). It is important for students to learn from real American and British sources instead of resources prepared especially for English learners. If they see a phrase in a book, they know it is really used in the English-speaking world.

Comprehension is acquired through reading for close understanding. Nuttal, (1982:37) suggests that comprehending about 70% of reading activity is enough. However, when young readers are challenged with more difficult word items they rely on decoding skills in order to identify unknown words. This by no means material concentrating on each and every bit of information presented in the reading text. Students should be able read what they wanted to read. Grellet, (1981:3) suggests that scanning is used to locate specifically required information and skimming is used to see what the text is about. Therefore, comprehension of each and every information in a given depends on the purpose of reading.

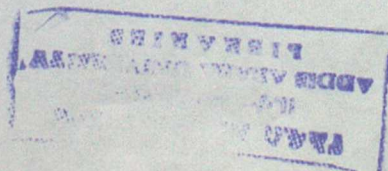
Chapter Three

Methodology

3.1 Research Design

The reliability and validity of research process depends upon the strength of methodology. A scientific methodology is composed of an explanation about sampling design, data collection design, tools of data analysis etc. (Sharma, 2000).

A diligent and systematic collection and analysis of the available sources to get the general sense of the area and theme under investigation was made. To frame the project and identify the main areas of concern, the researcher began with extensive reading of the written sources. Soon after the approval of the project a careful scrutiny and investigation of the sample primary schools, namely, Kbwa Kindergarten and Primary School (private school), Meskaye Hizunan Medhane Alem Monastery School (Church School), Neakuto Leab Public Primary School, and Dagmawi Minilik Primary school (government school) on the theme under the study was conducted through questionnaires, schedules, observations and interviews. The researcher used descriptive survey method to explore the status of reading skills development. Survey method is concerned with the present and attempts to determine the status of the phenomena under investigation. The descriptive survey is more realistic than experimental research. Descriptive researches are oriented towards the descriptive of the present status of a given phenomenon. Experimental method, for example, is oriented towards the discovery of basic relationship among phenomena as means of predicting and eventually, controlling their occurrence; whereas, the main objectives



of descriptive research, however, are to identify present conditions and point to present needs, to study immediate status of phenomenon, to find facts, and to examine the relationships of traits and characteristics (trends and patterns). Hence, the researcher chose descriptive survey method over the others to study the status of reading skills development.

3.2 Techniques of Data Collection

3.2.1 Questionnaire

One of the most popular and widely used techniques of data collection used in field surveys is a questionnaire. A questionnaire is a form containing a series of questions and providing space for their replies to be filled in by the respondents.

Having established a good working relationship with the schools, the researcher prepared questionnaires to be filled by the sample primary schools' grades 4 and 5 English teachers. The researcher prepared the questionnaire in Amharic to facilitate communication and to get the information needed without language constraints.

3.2.2 Observation

Observation is a very important technique of data collection. It helped the researcher to triangulate and verify the data gathered through questionnaires and interviews. The researcher observed 11 randomly selected sections from the total sections of 23. Controlled observation is made because the observer's bias is the crucial weakness of uncontrolled observation. When observation is uncontrolled the observer would see only what he wanted to see, selective perception,

and it is most probably differ from situation to situation, in this case from classroom to classroom, and this would make comparison difficult. Systematic or controlled observation tries to remove these weaknesses by using various control techniques ranging from simple testing and scoring devices to elaborate laboratory set-ups. Under this method the researcher obtained the data by watching and noting the teaching-learning process of the reading classes.

3.2.3 Interview

The researcher also prepared structured interview for the school directors to enable him present the same sets of questions to the school directors so that their responses on the same questions could easily be compared and contrasted, unlike the semi-structured or unstructured interview which allows various questions for various interviewees. Hence, structured interview is selected to establish standard while interviewing the four school directors by providing the same questions for easily comparison purpose. This structured interview is prepared in Amharic to facilitate communication and to get a more comprehensive response without language constraints.

The researcher prepared **schedules**, a set of questions, which are asked and filled in with the assistance of the researcher, and it was conducted in a face- to- face situation with students. This is because the students' ability to respond to the questionnaire independently, without the researcher's assistance, was found to be difficult due to their age and their cognitive developmental stage.

3.3 The Population

The four primary schools are selected purposefully. Non-probability method or purposive sampling is used because it is more representative of 'typical' conditions than the random sample if the size of sample is small. These schools had 657 Grade 4 students and 669 Grade 5 students. These schools also had a total of 9 teachers who teach English to these students. Obviously, the selected schools had a total of 4 school directors.

The research was conducted on 392 Grades 4 and 5 students from the total population of 1,326 students. The population had a total sex composition of 545 male students and 781 female students. From the sample students the sex composition happened to be 182 male students and 210 female students. This made the sample and the population's sex composition to be in accordance. The age composition of the sample students also became 133 students of age 10 and below, 189 students happened to be of age between 10 and 13. 56 students were found to be between age 13 and 16 and only 14 students were of age between 16 and 20. This implies that though the majority of students are of age between 10 and 13, a significant number of students are in the age of 10 and below, that is, they need much care in teaching them read English so that they develop their interest to read earlier.

The research also involved Grades 4 and 5 English teachers of the sample schools. As mentioned in the chapter 3, the total number of teachers in the four sample primary schools was only 9. Due to this, all the population was included in the study. The sex composition of these teachers was found to be 7 males and 2 females. The age composition

of these teachers was above 21. The number of teachers with age between 21 and 30 was 2. Teachers of age between 31 and 40 were 3. The age of teachers between 41 and 50 was 1. The number of teachers with age of 50 and above was found to be 3. This means the majority of the teachers' age was found to be between 31 and 40, and age of 50 and above.

The educational background of teachers was three 12 complete, 4 with 12+2, one teacher had education of 12+3, and three teachers had BA degree. This shows that three teachers are not qualified.

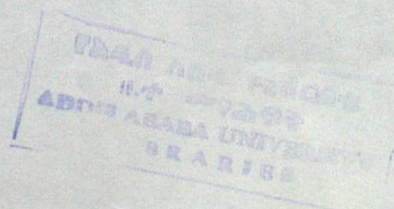
The qualification of teachers was of 3 Geography graduates, 3 Self Contained teachers, and 3 English teachers. The educational institution they graduated from includes Kotebe Teachers Training College, Nekemte Teachers Training Institute, Hawasa Teachers Training College, Jimma Agricultural College, Haramaya University, and Addis Ababa University. This shows that the majority of teachers are graduates of recognized teachers training colleges.

Teachers teaching experience ranged from 3 years and 6 months to 34 years. Their teaching load ranged from 22 to 29, most of them had 24 teaching load. All these teachers teach the whole day, no shift system was in practice in the sample schools. This shows that they are experienced teachers, and their teaching load is minimal, that is, they have time to help students.

3.4 The Sample Design

Sample design is a definite plan for obtaining a sample from population. It refers to technique or the procedure the researcher would adopt in selecting items for the sample. Sample design may as well lay down the number of items to be included in the sample i.e., the size of the sample. In fact the researcher is interested in knowing about the whole population. But rarely does he study the whole population. He only studies sample drawn from population. Sampling is used for economy in expenditure, greater speed, greater scope, and practicability. The researcher had taken a sample of 194 Grade 4 students and 198 Grade 5 students out of 657 and 669 respectively. The researcher used simple random sampling technique in selecting the sample students, since it requires minimum knowledge about the population in advance, that is, each element of the population has an equal and independent chance of being included in the sample. Knowledge of the population is not required for selection. A sample selected by randomization method is known as simple random sample and this technique is simple random sampling. This method is used to give equal chance of selection among the population.

The researcher had taken the population as a whole in case of the teachers and the school directors since they are few in number.



3.5 Data Analysis

When a mass data has been assembled, it becomes necessary for the researcher to arrange the same in some kind of concise and logical order. This procedure is referred to as tabulation. Thus, it is the process of summarizing raw data and displaying the same in compact form for further analysis. Tabulation is essential because of the following reasons: it conserves space and reduces explanatory and descriptive statement to a minimum; it facilitates the process of comparison, it facilitates the summation of items and the detection of errors and omissions, it provides a basis of various statistical computations. Therefore, the researcher used tabulation method of data analysis and percentage to facilitate comparison. Every table had clear, concise and adequate title so as to make the table intelligible without reference to the text. Every table was given distinct number to facilitate easy reference and was followed by interpretations and discussions.

CHAPTER FOUR

Analysis and interpretation of data

From the collected data the following analysis and interpretation was made.

4.1 Analysis of Data Collected from Students

Table 1. Reading Interest

How much are you interested in reading English texts?	Options	Number of respondents	Percentage
	Most interested	238	60.71
	More interested	105	26.79
	Interested	35	8.93
	Less interested	14	3.57
	Least interested	-	
Total		392	100

Table 1 also indicates that the majority of students, 238(60.71%), admitted that they are very much interested in reading English texts. A significant number of students, 105(26.79%), said that they are more interested to read English texts. 35(8.93%) students said that they are interested in reading English. Only 14(3.57%) students said that they are less interested in reading. However, no student said that he/she is least interested. It can be concluded from both teachers and students response that students have reading interest.

The teachers' response also supports this conclusion (See table 13). The researcher's observation also proved this though there were some students who were not participating in the reading classrooms.

Table 2. Reasons for reading English texts

Why do you read English texts?	Options	Number of respondents	Percentage
	To do homework	14	3.57
	To improve your reading skills	273	69.64
	To help you read and understand other subjects	105	26.79
	For pleasure	-	
Total		392	100
How often do you read English in the classroom?	Options	Number of respondents	Percentage
	More frequently	182	46.43
	Frequently	196	50
	Less frequently	14	3.57
	Least frequently	-	-
Total		392	100

It can be discerned from table 2 data that the majority of students, 273(69.64%), read English texts to improve their reading skills. A number of students, 105(26.79%), said they read English texts to improve their reading and understanding of other subjects. Only few students, 14(3.57%), said that they read English for doing their home work. On the other hand, no student responded that they were reading

for pleasure. It can be concluded from this that students are very much interested to read English because it helps them improve their reading skills.

Table 2 shows that the majority of students, 196(50%), read English texts in the classroom frequently. A significant number of students, 182(46.43%), also said that they frequently read English texts in the classroom. Very few students, 14(3.57%), said that they less frequently read in the classroom. No student said that they never read in the classroom. Therefore, 378(96.43%) students read English in the classroom most of the time. It can be concluded from this that students read frequently in the classroom. Hence, students does not have time related problem in reading English in the classroom.

Tables 3. Text selection

How interesting is the content of your textbook's reading passages?	Options	Number of respondents	Percentage
	Very interesting	378	96.43
	Interesting	-	-
	Less interesting	14	3.57
	Boring	-	-
	Too boring	-	-
Total		392	100
How attractive are the reading passages in your textbooks?	Options	Number of respondents	Percentage
	Very attractive	105	26.79
	Attractive	252	64.29
	Less attractive	21	5.36
	Least attractive	14	3.57
	Not attractive	-	-
Total		392	100
What type of reading texts interests you most?	Options	Number of respondents	Percentage
	More of dialogue texts	182	46.43
	Texts with less dialogue	35	8.93
	Texts with no dialogue	28	7.14
	Literature	21	5.36
	Science texts	26	6.63
	Total		392

The figure in table 3 indicates that the majority of students, 378(96.43%), said that their English textbooks reading passages have very interesting content. Only 14(3.57%) students said the content of their textbooks reading passages are less interesting. However, no student said that the textbooks passages are boring or too boring. Moreover, no student said their reading passages are interesting. It can be concluded from this that the sample students found their English textbooks passages interesting for them.

Students explained for their answers in their written responses that the continuous nature of the reading passage topics and the presence of educative and familiar dialogues made the textbook interesting for them. The researcher also noted that the continuity of topics and the pictures, which illustrated each reading passages, helped students for comprehension.

As is shown in table 3 the majority of students, 252(64.29%), said the passages in their English textbooks are attractive. Moreover, 105(26.79%), students said that the passages of their textbooks are very attractive. On the other hand, 21(5.36%) students said that their passages are less attractive, and 14(3.57%) students said the passages are the least attractive. However, no one said that the passages are not attractive. Therefore, 357(91.07%) students said that their textbooks passages are attractive. It can be concluded from this that students' textbooks are attractive, though some students suggested in their written responses that the book should be simplified.

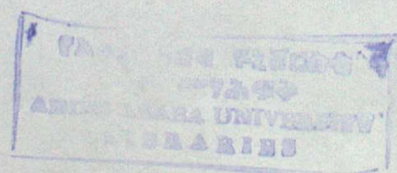
Table 3 present that the majority of students, 182(46.43%), said that they are interested to read more of dialogue texts. 35(8.93%)

students said they are interested to read texts with less dialogue. Students who are interested to read texts with no dialogue are 28(7.14%). Other students, 21(5.36%), said that texts of literature type interest them most. The rest, 21(6.63%), said they are very much interested to read science texts. It can be concluded from this that students, 217(55.36%), are more interested to read dialogue texts.

Table 4. Length of sentences in the passages

How long are the sentences in your reading passages?	Options	Number of respondents	percentage
	Very long	14	3.57
	Medium	203	51.79
	Very short	28	7.14
	The combination of all of the above	147	37.50
Total		392	100

It is shown in table 4 that the majority of students, 203(51.79%), said that the sentences in their reading passages are neither very long nor very short but they are medium. A significant number of students, 147(37.50%), said the sentences in their reading passages include very long sentences, very short sentences, and sentences of medium length. 28(7.14%) students said that the sentences in their passages are very short. The rest, 14(3.57%), said that their reading passage sentences are very long. From this, it can be concluded that the length of sentences in their reading passages are medium.



The researcher also observed that the students' textbooks reading passages included more of short sentences, which students found it easy to read the passages quickly.

Table 5. Length of passages

How long are the reading passages in your English reading texts?	Options	Number of respondents	Percentage
	Very long	7	1.79
	Medium	364	92.86
	Very short	7	1.79
	The combination of all the above	14	3.57
Total		392	100

It can be seen in table 5 that the majority of students, 364(92.86%), said the length of their reading passages are neither very short nor very long, but they are of medium length passages. Very few students, 7(1.79%), said that their passages are very long, the same number of students said that their passages lengths are very short. However, 14(3.57%) students said that some passages are very long, some are very short, and some passages are of medium length. It can be deduced from this that the length of the passages was of medium length.

The researcher also observed that the length of the students' textbooks reading passages were neither very long nor very short. It was observed also that this helped students to read the passages with interest.

Table 6. Reading and Retelling

How often do you retell what you have read in English?	Options	Number of respondents	percentage
	Very frequently	84	21.43
	Frequently	70	17.86
	Less frequently	147	37.5
	Least frequently	7	1.79
	Never	84	21.79
Total		392	100

The figures in table 6 shows that majority of students, 147(37.50%), said that they less frequently retell what they have read in English. 84(21.43%) students said that they read English texts and retell the story, and the same number of students said that they have never retold what they have read. 70(17.86%) of the students said that they frequently retell what they have read. The rest, 7(1.79%), said that they least frequently retell what they have read. It can be concluded from this that students' habit of reading and retelling is less frequent. However, Krashen (1993), as a result of an examination of research on in school reading and "out of school" self-reported free voluntary reading conducted in many different countries, concludes that free voluntary reading or sustained independent reading results in better reading comprehension, writing style, vocabulary, spelling and grammatical development.

Table 7. Reading after school

How is your reading habit after school?	Options	Number of respondents	Percentage
	Excellent	56	14.29
	Very good	70	17.86
	Good	231	58.93
	Poor	21	5.36
	Very poor	14	3.57
total		392	100

As indicated in table 7 the majority of students, 231(58.93%), said that they are good at reading after school. 56(14.29%) students said that they are excellent at reading after school. 70(17.86%) students said that they have a very good habit of reading after school. On the other hand, 21(5.36%) students admitted that they have poor reading habit after class. The rest, 14(3.57%), said that they have very poor habit of reading after school. It can be concluded that students' habit of reading after school is good.

Therefore, the teachers (See table 20) and students responses proved that students make after school reading, though the researcher did not observe them reporting what they have read in any of the English reading classrooms.

Table 8. Dictionary Usage

How often do you refer to your dictionary while reading?	Options	Number of respondents	Percentage
	More frequently	21	5.36
	Frequently	49	12.50
	Sometimes	259	66.07
	Less frequently	63	16.07
Total		392	100

As shown in table 8 above the majority of students, 259(66.07%), said that they sometimes refer to their dictionary while reading. 63(16.07%) students said that they less frequently refer their dictionary while reading. 49(12.50%) students said that they frequently refer to dictionary while reading. The rest 21(5.36%) said that they more frequently refer dictionary while reading. It can be deduced from this that sometimes students refer to their dictionary while reading. However, the researcher did not observe any student using a dictionary while reading in the classroom.

Table 9. Support from Teachers

How do you evaluate your teachers' effort to help you improve your English reading skills?	Options	Number of respondents	Percentage
	Excellent	266	67.86
	Very good	91	23.21
	Good	49	12.50
	Poor	7	1.79
	Very poor	-	-
total		392	100

As indicated in table 9 the majority of students, 266(67.86%), said that teachers' effort to help students improve their reading is excellent. 91(23.21%) students said that teachers' effort to help them improve their reading is very good. 49(12.50%) students said that their teachers' effort is good. The rest 7(1.79%) said that teachers' effort to help them improve their reading is poor. It can be concluded that teachers' effort to help students improve their reading skills is very good.

However, it was observed that most teachers were not appreciating students who were answering questions right, and those who gave wrong answers were not encouraged to try again. Some students in their written responses also said that teachers insult students who gave wrong answer, and this discouraged poor readers to improve their reading. The teacher said that students who were poor readers that year would also be poor readers in the following years. This shows that if poor readers are not encouraged and not given special attention, as was observed, they would most likely be poor readers in

the following year, as mentioned by the teacher. It was also suggested by students that teachers should bring storybooks to the classroom and read to the class, which was also not observed by the researcher when this was done by any teacher, and should motivate students to read by their own, instead of discouraging them.

It was, however, appreciated by most students that teachers explain the meaning of the reading passages in Amharic. It was also observed that students were being asked to tell the meaning of the passage in Amharic to assess their comprehension.

Table 10. Support from Parents

How strongly do your parents encourage you to read English texts?	Options	Number of respondents	Percentage
	Very strongly encourage	252	64.29
	Strongly encourage	77	19.64
	Encourage	63	16.07
	Do not encourage	-	-
Total		392	100

It can be seen from table 10 that the majority of students, 252(64.29%), said that parents very strongly encourage their children to read English texts. 77(19.64%) students said that parents strongly encourage them to read English texts. The rest 63(16.07%) said that parents encourage them to read. It can be concluded from this that parents strongly encourage their students to read English texts.

In contrary to this conclusion a teacher said that the poor economic status of some families deprived their children from giving time for reading rather they were asked to contribute to their livelihood and win their daily bread by their child labor. However, the above conclusion showed and students suggested in their written response that their parents help them by buying books and reading with them.

Table 11. The status of reading skills development

How good are you at reading and understanding English texts?	Options	Number of respondents	percentage
	Excellent	133	33.93
	Very good	154	39.29
	Good	105	26.79
	Poor	-	-
	Very poor	-	-
		392	100

As indicated in table 11 that the majority of students, 154(39.29%), said that they are very good at reading and understanding English. 133(33.93%) students said that they are excellent at reading and understanding English. The rest 105(26.79%) said that they are good at reading and understanding English. However, no student said that his /her reading skill is poor. It can be concluded from this that students are very good at reading and understanding English texts of their level.

Table 12. Causes of poor reading

What are the main causes for poor English reading skills?	Options	Number of respondents	percentage
	New words	266	67.86
	New content	91	23.21
	Lack of support from parents	21	5.36
	Lack of support from teachers	14	3.57
Total		392	100

Table 12 shows that the majority of students, 266(67.86%), said that poor reading mainly arises from the presence of new words in a given passage. 91(23.21%) students said that poor reading is caused by unfamiliar passages. 21(5.36%) students said that the cause of poor reading is lack of parental support. The rest 14(3.57%) students said that poor reading comes from lack of support from teachers. It can be deduced from this that students read poorly because of unfamiliar words in a given passage.

4.2 Analysis of Data Collected from the teachers

Table 13. Reading Interest

How do you rate students interest in reading English texts?	Options	Number of students	Percentage
	Excellent	4	44.45
	Very good	1	11.11
	Good	2	22.22
	Poor	2	22.22
	Very poor	-	-
Total		9	100

Table 13 shows that the majority of teachers, 4(44.45%), rate their students interest as excellent. One of the teachers, 1(11.11%), rated their students interest as very good. Two of the teachers, 2(22.22%), rated his students interest in reading English as good. The rest 2(22.22%) teachers rated their students interest as poor. It can be generalized that more teachers, 7(77.78%), rated their students good and above with regard to their interest to read English texts. Therefore, Grade 4 and 5 students of the sample school have reading interest.

Table 14. Reading in the classroom

How often do you make students read English in the classroom?	Options	Number of respondents	Percentage
	More frequently	1	11.11
	Frequently	6	66.67
	Less frequently	1	11.11
	Least frequently	1	11.11
	never	-	
Total		9	100

Table 14 shows that the majority of teachers, 6(66.65%), said that students read frequently in the classroom. One of the teachers, 1(11.11%), said students read more frequently in the classroom. The other teacher said that students read less frequently in the classroom. The remaining teacher said that students read English least frequently in the classroom. Nevertheless, most of the teachers, 7(77.78%), said students read in the classroom most of the time, which implies that students read frequently in the classroom.

Therefore, it can be concluded from both teachers and students response (See table 2) that students have no reading time problem to read English in the classroom. The researcher observed also that students were given time to read the whole passage to the class and when the passage was in the form of dialogue they took role to read it for two. In this occasion the majority of students were participating as far as time allowed.

Table 15. Period allotment

How many periods per week are given for reading?	Options	Number of respondents	Percentage
	1 period	2	22.22
	2 periods	3	33.33
	3 periods	1	11.11
	4 periods	2	22.22
	5 periods & above	1	11.11
	Total		9

As it can be seen from table 15, the majority of the teachers, 3(33.33%), have given two periods of reading class per week. 2(22.22%) teachers said that they have only one period per week for reading. One of the teachers said that students are given three periods per week for reading. Two teachers 2(22.22%), said that students are given four periods per week for reading. The remaining one teacher said that they are given five periods and above for reading. From these data it can be concluded that most of the teachers, 7(77.78%), said that students are given two periods and above per week for reading in the classroom.

Table 16. Classroom reading time

How long do you allow students to read in the classroom?	Options	Number of respondents	Percentage
	3-5 minutes	3	33.33
	5-10 minutes	3	33.33
	10-20 minutes	3	33.33
Total		9	100

The data in table 16 indicate that 3(33.33%) teachers said that students are allowed to read 3-5 minutes. Similarly, 3(33.33%) teachers allowed their students to read 5-10 minutes. The rest 3(33.33%) teachers said that they allow their students to read 10-20 minutes in the classroom. It can be concluded from this data that the time given for reading in the classroom varies and it ranges from 3- 20 minutes.

For the conclusion given, teachers explained their reasons that 3-5 minutes were given because the passages in the textbook could be read within those minutes. Others said 5-10 minutes were given because of large class size that to give opportunity to read for the majority of students. Still others said 10-20 minutes are given because the class would be used for different activities, such as 10 minutes they read in group, the other 10 minutes they read in turns, and the rest of the time would be given answer questions based on the reading passages. The researcher had observed these activities mentioned by the teachers taking place in the classrooms, though it was teacher-led,

and no silent reading was observed (contrary to what was stated in their syllabi, which encouraged silent reading).

Table 17. Text selection

What type of English reading text do you use in the classroom?	Options	Number of respondents	Percentage
	Ministry of Education student textbook	6	66.67
	Other textbook given by the school	-	
	Your own material	3	33.33
Total		9	100

As it can be observed in table 17 that the majority of the teachers, 6(66.67%), said that they are using Ministry of Education student textbook in the classroom for teaching reading English. No teacher said that they get other English textbook from the school. However, 3(33.33%) teachers said they use their own material. It can be concluded from this that teachers use students' textbooks to teach reading in the classroom.

This conclusion, however, do not disregard the teachers that use, in addition to their textbook, other supplementary material or supportive book to improve students reading skills. The researchers' teaching experience, in this regard, was that students tend to like teachers who use supplementary materials and schools were also appreciating this effort. However, the researcher observed that only one school out of the sample schools was using a supportive book. Unfortunately, it is reported that local publishers are not keen to publish in languages

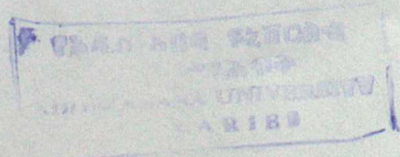
other than Amharic owing to its being unprofitable (Hoben, 1994: 103). This means that teachers are obliged to use the available texts.

Table 18. Text- student ratio

What is the textbook- student ratio?	Options	Number of respondents	Percentage
	1:1	2	22.22
	1:2	3	33.33
	1:3 & above	4	44.44
Total		9	100

As shown in table 18 the majority of the teachers, 4(44.44%), said that student-textbook ratio is one book for three students. 3(33.33%) teachers said that student-textbook ratio is one book for two students. The rest, 2(22.22%), teachers said that students have one book for each. These figures show that though student- textbook ratio in some schools is one- to- one, the majority of the schools, as indicated in the teachers' response, 7(77.78%), have shortage of textbooks.

Some of the sample school principals, especially, non-government school said that textbook shortage was mentioned as a serious problem. The researcher also observed that students of ten to fifteen were grouped around a textbook while the teacher was reading to them. On top of this, what aggravated the problem was, as mentioned by the school administrators, complete absence of library in two of the schools and the lack of library for primary students in the other two schools. The libraries in the two schools, though they were allowed to be used by all students, according to the principals, they were least used by primary students because of inconveniency with grownup



students. Moreover, students could not borrow books from the library since the library does not allow that.

Table 19. Reading and Retelling

How often do you encourage students to read English and report to the class?	Options	Number of respondents	percentage
	More often	5	55.56
	Often	3	33.33
	Sometimes	1	11.11
	never	-	-
Total		9	100

Table 19 shows that the majority of teachers, 5(55.56%), said that they more often encourage students to read and report to the class. 3(33.33%) teachers said that they often encourage students to read and report to the class. Only 1(11.11%) said that students are sometimes encouraged to read and report to the class. From this, it can be concluded that students are encouraged to read and report to the class.

The response from the students indicated that the majority of students are not used to reporting what they have read to any one, though teachers said that they are encouraging them to read and report to the class. The researcher also did not observe that any student reporting what he/she had read to the class.

Table 20. Reading after school

How good are students doing their reading homework?	Options	Number of students	Percentage
	Very good	2	22.22
	Good	5	55.56
	Not bad	2	22.22
	Don't do	-	-
Total		9	100

As shown in table 20 that the majority of teachers, 5(55.56%), said that their students are good at doing their reading homework. 2(22.22%) teachers said students are very good at doing their homework. The rest two (22.22%) teachers said that the performance of students with regard to doing their homework is not bad. It can be inferred from this that students are good at doing their homework.

Table 21 The status of reading skills development

How do you rate the students' English reading skills development?	Options	Number of respondents	Percentage
	Excellent	2	22.22
	Very good	3	33.33
	Good	4	44.44
	Poor	-	-
	Very poor	-	-
		9	100

It can be seen from table 21 that the majority of teachers, 4(44.44%), said that students are good at reading and understanding English texts. 3(33.33%) teachers said that students are very good at reading and understanding English texts. 2(22.22%) teachers said that students are excellent at reading and understanding English texts. It can be concluded from this that students reading skills development is very good.

The students' response (See table 11) and the teachers' response indicated that the status of students reading skills development was rated as very good. The researcher observed that the status of students reading skills development was good, since the majority of students were observed reading and answering questions based on the passages.

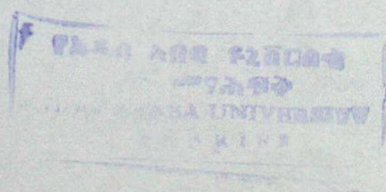


Table 22. Reading Assessment

How do you assess students reading skills development Compared to the previous year?	Options	Number of respondents	Percentage
	Highly improved	1	11.11
	Improved	3	33.33
	Moderately improved	2	22.22
	Not improved	2	22.22
	Worsening	1	11.11
Total		9	100

Table 22 demonstrates that the majority of students, 3(33.33%), improved their reading skills compared to the previous year according to teachers' response. 2(22.22%) teachers said that students have moderately improved their reading skills compared to the year before, and the same number of teachers also said students have not improved their reading in comparison to the previous year. 1(11.11%) teacher said that students reading skills have gone down compared to the year before. However, 1(11.11%) teacher said that their reading skills have improved immensely compared to the year before. It can be generalized from this that students reading skills have improved compared to the previous year.

Two school principals said that no comparison was made. A teacher said that students taught by them that year would be taught by another teacher in the following year and therefore, it was difficult to compare. The other two principals, however, said that students had improved their reading compared to the previous year. Though some

school principals and some teachers had not received from the other teachers to compare students' progress, the majority of teachers said students' progress was on the increase.

Table 23. Academic achievement

How good are students who can read and understand English in their academic achievement in relation to those who cannot read?	Options	Number of respondents	Percentage
	Best	2	22.22
	Better	3	33.33
	Good	4	44.44
	Poor	-	-
	Very poor	-	-
Total		9	100

As one can see from table 23 the majority of teachers, 4(44.44%), said that students who can read and understand English are good in their academic achievement compared to those who cannot read and understand English. 3(33.33%) teachers said that students who can read and understand English are better in their academic achievement compared to those who cannot. Moreover, two teachers said that students who can read and understand English are best in their academic achievement compared to those who cannot. No teacher said that students who can read and understand English are poor in their academic achievement compared to those who cannot. It can be concluded from this that students who can read and understand English are better in their academic achievement compared to those who cannot read and understand English. This goes in line with Ambatchew's finding. Ambatchew (2003), states that one of the



factors in the students' inability to benefit from their lessons is their lack of reading skills.

Table 24. Economic background and reading skills

How do you see the economic background of students who can read and understand English compared to those who cannot?	Options	Number of respondents	Percentage
	Best	1	11.11
	Better	4	44.44
	Good	1	11.11
	Poor	3	33.33
	Very poor	-	-
		9	100

Table 24 shows that the majority of teachers, 4(44.44%), said that students who can read and understand English have better economic background compared to those who cannot read and understand English. On the other hand, 3(33.33%) teachers said that students who can read and understand English have poor economic background compared to those who cannot. 1(11.11%) teacher said that students who can read and understand English have good economic background compared to those who cannot. Moreover, 1(11.11%) teacher said that students who can read and understand English have best economic background compared to those who cannot. It can be concluded from this that students who can read and understand English have better economic background compared to those who cannot read and understand English.

Yet many children from low income families have no books at home. Regarding publishing, there is a great lack of materials in English and

the opening up of the book trade and the imminent adoption of a national textbook policy already has international publishers looking for opportunities for market penetration (Ambatchew 2003).

Table 25. Grade level and English reading skills

At Which grade level should students read and understand English reading texts?	Options	Number of respondents	Percentage
	Grade 4 or below	7	77.78
	Grade 5	1	11.11
	Grade 6	1	11.11
Total		9	100

As shown in table 25 the majority of teachers, 7(77.78%), said that students should be able to read and understand English before or at Grade 4. 1(11.11%) teacher said that at Grade 5 students should be able to read and understand English, and the rest 1(11.11%) said that students should be able to read and understand English at Grade 6. It can be concluded from this that students should be able to read and understand English at Grade 4 or below.

Teachers said in their written response that since reading is a process, students should be taught reading in the earlier grades so that by grade 4 they would be able to read and answer comprehension questions in their textbooks. Others reasoned out that students would be exited to the all-English classroom after three years that they should make themselves ready in the earlier grades. School directors also said that since their academic achievement would be heavily depend on their ability to read, students should be able to read and understand English by grade 4. They added that they are being taught

English from Grade one unlike the earlier time where learning English began at Grade 3 and therefore, student can begin reading earlier.

Table 26. Possible solutions to reading skills problems

What should be done to solve students reading problems?	Options	Number of respondents	Percentage
	Giving them as many class work as possible	-	-
	Giving them as many home work as possible	-	-
	Making them read short stories	3	33.33
	Encouraging parents to help them	1	11.11
	Developing students interest to read English texts	5	55.56
	Total	9	100

Table 26 indicates that the majority of teachers, 5(55.56%), said that the solution to students reading problem is to develop students interest to read English texts. 3(33.33%) teachers said that students reading problem can be solved by letting them read short stories. The rest 1(11.11%) said that encouraging their parents to help them read English texts could solve students' problems. It can be concluded from

this that students problem of reading can be solved by developing students interest to read English texts.

Teachers explained in their written response that students' interest is essential since without their interest nothing can be achieved. One teacher mentioned the saying that one can take a horse up to the river but one cannot make it drink. Almost all teachers also said that if there was no interest in what one does, there couldn't be any result. One teacher also wrote that parents could contribute a lot to develop children's reading skills, since children spend much of their time with their parents. Three teachers reasoned out that students should be provided with short story books to build their reading interest and to motivate them read by their own.

School directors said that efforts were being made to improve students reading skills. One of the school directors said that the school had received reading materials for children from USAID and the British Council, and also said that the school had signed an agreement with PLAN Ethiopia for the provision of children books. However all the donations had been kept in the library, they were not used in the reading class. The director appreciated the training being given, currently, for teachers and said that it hopefully helped to solve students' reading problems. The other school director also mentioned the training being given positively and hoped that it would help to solve students' reading problems.

The rest two-school directors said that spoken English teachers were employed in addition to the main English teachers to solve their problems with English language including their reading problem. On the other hand, the two schools, which have libraries, allowed all

students to use them after school, though one school principal said they were allowed to use the library during their lunch time so that they read and improve their reading skills. These responses indicate that schools, principals and teachers appreciate their students' reading problems and their effort to solve the problem is tremendous.

Chapter Five

Summary and Conclusions

5.1 Summary of the Major Findings

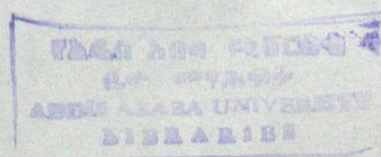
- Data were gathered from teachers, students and from the researchers' observation to investigate students' interest to read English texts and it was found out that Grade 4 and 5 students of the sample school have reading interest;
- It was also found out from Grade 4 and 5 students' response that students were very much interested to read English because it helped them improve their reading skills;
- Investigation was also made concerning the time given for Grade 4 and Grade 5 students to practice reading English in the sample schools and it was found out that students were being given ample reading time in the classroom;
- It was also investigated whether or not the English textbooks students were using were suitable for them or not and it was found out that the students' English textbooks passages were suitable and attractive for them;
- The researcher also investigated the type of English reading materials that were being used in the class room and it was found out that teachers were using local made government textbooks to teach reading in the classroom;

- Students were also asked to choose from different styles of presentation of passages and it was found out from their response that Grade 4 and Grade 5 students in the sample schools were more interested to read English dialogue texts;
- It was also investigated whether students had had any problem concerning their English textbooks and it was found out that most of the sample primary schools had shortage of Grades 4 and 5 students' textbooks. Though student- textbook ratio in some schools was found out to be one- to- one, the majority of the schools, as indicated in the teachers' response, 7(77.78%), have shortage of textbooks;
- Students were also asked whether or not the length of the sentences in their textbooks were of medium length and it was found out that the length of sentences in their reading passages were of medium length;
- Investigation was made to find out whether students have developed the skills of reading and retelling what they have read in English and it was found out that to be less frequent. It was, however, found out from the teachers' response that students were being encouraged to read and report to the class and that students were good at doing their reading homework, and it was also found out from students' response that their habit of reading English texts after school was good;
- The researcher was also made an investigation whether students refer to a dictionary frequently while reading and it was found out that students sometimes refer their dictionary while reading;

- It was also researched whether teachers were committed to help students improve their English reading skills and it was found out from the students' response and the classroom observation that teachers' effort to help students improve their reading skills was very good;
- The researcher also investigated whether Grades 4 and 5 students were getting any help from their parents regarding English reading skills development and it was found out from the students' response that their parents were strongly encouraging them to read English texts;
- It was also investigated to find out the status of students reading skills development and it was found out from the teachers and the students' response that students were rated as very good at reading and understanding English texts;
- The researcher also investigated whether students English reading skills was improving compared to their performance in the previous year and it was found out from the students, teachers and school principals' response that students reading skills had been improved compared to the previous year;
- Investigation was also made to find out whether the academic achievement of students who can read and understand English was better than those who cannot read and understand, and it was found out from the teachers and the principals' response that students who can read and understand English were better

in their academic achievement compared to those who cannot read and understand English;

- It was also investigated whether the economic background of students who can read and understand English was better than those students who cannot read and understand English and it was found out from the teachers' response that students who can read and understand English had better economic background compared to those who cannot read and understand English;
- The researcher also investigated whether Grades 4 and 5 students should be able to read and understand English and it was found out from the teachers and the principals' responses that students should be able to read and understand English at Grade 4 or below;
- Investigation had also been made on the main causes of students' poor reading performance and it was found out from students' response that students' poor reading performance was mainly because of unfamiliar words in a given passage;
- Investigation was also made to find out the possible solution for students' reading problem and it was found out from the students and the teachers' response that students' problem of reading could be solved by developing students interest to read English texts by reading them different story books with dialogue texts, for example.



5.2 Conclusions

From the analysis of the collected data and from the major findings, the following conclusions are made:

- The researcher concluded that Grade 4 and 5 students of the sample schools could read and understand English. It was also concluded that Grade 4 and 5 students of the sample school have reading interest that enhance their reading skills. Having investigated the reasons for their reading interest it was concluded that students were very much interested to read English because it helped them improve their reading skills. The research also focused on assessing the time given for students to practice reading and it was concluded that students were being given ample reading time in the classroom. Hence, students does not have time related problem in reading English texts in the classroom.
- The students' textbooks suitability was also assessed and it was concluded that the students' English textbooks passages were suitable and attractive for them. Conclusion was also made from the analysis of the collected data and from the research findings that teachers were using local made government textbooks to teach reading in the classroom and nothing else. It was also concluded that Grades 4 and 5 students in the sample schools were more interested to read English dialogue texts. Therefore, their English texts should contain more of dialogues.
- Assessment was also made and conclusion was reached that though student- textbook ratio in some schools was found out to

be one- to- one, the majority of the schools, as indicated in the teachers' response, 7(77.78%), have shortage of textbooks. Conclusion was also made from the analysis of data and the research findings that the lengths of sentences in their reading passages were of medium length. Hence, students does not have sentence length related problem in reading English texts in the classroom.

- The study was also made to assess the habit of reading, and it was concluded that Grades 4 and 5 students' of the sample schools habit of reading English texts after school was good. The other concern of the study was the assessment of vocabulary related problem while reading and it was concluded that students sometimes refer their dictionary while reading and this suggested that students have no vocabulary related problem while reading their textbooks.

- Teachers' effort was assessed and conclusion was reached that their effort to help students improve their reading skills was very good. The other concern of the research was to assess the role of parents and from the analysis of data and the research findings it was concluded that their parents were strongly encouraging them to read English texts. The research was also focused on assessing the skills of students' reading English and it was reached to the conclusion that students were rated as very good at reading and understanding English texts. Hence, the sample schools students does not have problem in reading and understanding English texts in the classroom.

- Assessment was also made on the progress of students reading skills and it was concluded that students reading skills had been improved compared to the previous year. The relationship between students English reading skills and their academic achievement was assessed and from the analysis of data and the research findings it was concluded that students who can read and understand English were better in their academic achievement compared to those who cannot read and understand English. Hence, students with better reading ability can read and other subjects written in English

- One of the concerns of the researcher was to assess the effect of family background on the students' English reading performance and from it was concluded that students who can read and understand English had better economic background compared to those who cannot read and understand English. Assessment was also made on the demand of students' English reading skills based on grade level and it was concluded that students should be able to read and understand English at Grade 4 or below.

- The researcher in the assessment of the status of Grades 4 and 5 English reading skills development investigated the causes of poor English reading performance and it was concluded that the main cause of poor reading performance was the presence of unfamiliar words in a given passage. Assessment was also made on the possible solutions of poor English reading performance and it was concluded that students' problem of reading could be solved by developing students interest to read English texts.

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Encarta Dictionary: English (North America)

Thesaurus: English (U.S.)

Appendix 1
Addis Ababa University
School of Graduate Studies

Schedules prepared for the students

1. How much are you interested in reading English texts?
A. Most interested B. More interested C. Interested
D. Less interested E. Least interested

2. Why do you read English texts?
A. To do homework B. To improve your reading skills
C. To help you read and understand other subjects D. For pleasure,

3. How often do you read English in the classroom?
A. More frequently B. Frequently
C. Less frequently D. Least frequently

4. How interesting is the content of your textbook's reading passages?
A. Very interesting B. Interesting C. Less interesting
D. Boring E. Too boring

5. How attractive are the reading passages in your textbooks?
A. Very attractive B. Attractive
C. Less attractive D. Least attractive
E. Not attractive

5. What type of reading texts interests you most?
A. More of dialogue texts B. Texts with less dialogue
C. Texts with no dialogue D. Literature
E. Science texts

6. How long are the sentences in your reading passages?
A. Very long B. Medium
C. Very short D. The combination of all of the above

7. How long are the reading passages in your English reading texts?

- A. Very long
- B. Medium
- C. Very short
- D. The combination of all the above

8. How often do you retell what you have read in English?

- A. Very frequently
- B. Frequently
- C. Less frequently
- D. Least frequently
- E. Never

9. How is your reading habit after school?

- A. Excellent
- B. Very good
- C. Good
- D. Poor
- E. Very poor

10. How often do you refer your dictionary while reading?

- A. More frequently
- B. frequently
- C. Less frequently
- D. sometimes

11. How do you evaluate your teachers' effort to help you improve your English reading skills?

- A. Excellent
- B. Very good
- C. Good
- D. Poor
- E. Very poor

12. How strongly do your parents encourage you to read English texts?

- A. Very strongly encourage
- B. Strongly encourage
- C. Encourage
- D. Do not encourage

13. How good are you at reading and understanding English texts?

A. Excellent

B. Very good

C. Good

D. Poor

E. Very poor

14. What are the main causes for poor English reading skills?

A. New words

B. New content

C. Lack of support from parents

D. Lack of support from
teachers

Appendix 2

Addis Ababa University
School of Graduate Studies

Questionnaire prepared for the teachers

1. How do you rate students' interest in reading English texts?
 - A. Excellent
 - B. Very good
 - C. Good
 - D. Poor
 - E. Very poor

2. How often do you make students read English in the classroom?
 - A. More frequently
 - B. Frequently
 - C. Less frequently
 - D. Least frequently
 - E. Never

3. How many periods per week are given for reading?
 - A. 1 period
 - B. 2 periods
 - C. 3 periods
 - D. 4 periods
 - E. 5 periods & above

4. How long do you allow students to read in the classroom?
 - A. 3-5 minutes
 - B. 5-10 minutes
 - C. 10-20 minutes

5. What type of English reading text do you use in the classroom?
 - A. Ministry of Education student textbook
 - B. Other textbook given by the school

C. Your own material

6. What is the textbook-student ratio?

A. 1:1

B. 1:2

C. 1:3 & above

7. How often do you encourage students to read English and report to the class?

A. More often

B. Often

C. Sometimes

D. never

8. How good are students doing their reading homework?

A. Very good

B. Good

C. Not bad

D. Don't does

9. How do you rate the students' English reading skills development?

A. Excellent

B. Very Good

C. Good

D. Poor

E. Very good

10. How do you assess students' reading skills development compared to the previous year?

A. Highly improved

B. improved

C. Moderately improved

D. Not improved

E. Worsening

11. How good are students who can read and understand English in their academic achievement in relation to those who cannot read?

A. Best

B. Better

- C. Good
- E. Very poor

D. Poor

12. How do you see the economic background of students who can read and understand English compared to those who cannot?

- A. Best
- C. Good
- E. Very poor
- B. Better
- D. Poor

13. At Which grade level should students read and understand English reading texts?

- A. Grade 4 or below
- B. Grade 5
- C. Grade 6

14. What should be done to solve students reading problems?

- A. Giving them as many class work as possible
- B. Giving them as many home work as possible
- C. Making them read short stories
- D. Encouraging parents to help them
- E. Developing students interest to read English texts



አባሪ 1

በአዲስ አበባ ዩኒቨርሲቲ የትምህርት ኮሌጅ

ድህረ ምረቃ መርሀ-ግብር

ለተማሪዎች የሚቀርብ ቃለ-መጠይቅ

የዚህ ቃለ-መጠይቅ ዓላማ የትምህርት ቤቶችን የመማር ማስተማር ሐደት በጥናት አስደግፎ ማሳልበት ነው። በዚህም የርስዎ አስተዋጽኦ ለዚህ ሥራ እጅግ ጠቃሚ ነው። ውጤቱ የጋራ በመሆኑ በተጠየቀው ጊዜ ውስጥ ትክክለኛ ነው ብለው ያመነብትን ምላሽ እንዲሰጡኝ በአክብሮት እጠይቃለሁ።

1. ክፍል አንድ

- 1.1. የትምህርት ቤቱ ስም _____
- 1.2. ጾታ ሀ/ ወንድ ለ/ሴት
- 1.3. ዕድሜ ሀ/ 10 በታች ለ/ 11-13 ሐ/ 14-16 መ/17-19 ሠ/20 በላይ
- 1.4. የትምህርት ደረጃ ሀ/ 4 5/

2. ክፍል ሁለት

- 1. የእንግሊዝኛ ቋንቋ የንባብ መማሪያ መጽሐፍ በክፍል ውስጥ ይጠቀማል?
 - ሀ/ ብዙ ጊዜ እጠቀማለሁ። ለ/ አልፎ አልፎ እጠቀማለሁ ሐ/ ተጠቅሜ አላውቅም መ/ ማንበብ ስለማልችል መጠቀም አልፈልግም
- 2 በተራ ቁጥር 1 ለቀረበው ጥያቄ የሰጡት ምላሽ «ሀ ወይም ለ » ከሆነ በሳምንት ስንት ጊዜ ይጠቀማል?
 - ሀ/ በሳምንት 2 ጊዜ ለ/ በሳምንት 3 ጊዜ ሐ/ በሳምንት 4 ጊዜና በላይ መ/ የተለየ መልስ ካለ ይግለጹ -----

- 3. በተራ ቁጥር 1 ለቀረበው ጥያቄ ምላሽዎ «ሀ ወይም ለ » ከሆነ በመማሪያ መጽሐፍ ውስጥ የሚገኙት ዓረፍተ ነገሮች ርዝመት ምን ያህል ነው?
 - ሀ/ በጣም ርዝመት ያላቸው ናቸው
 - ለ/ መካከለኛ ርዝመት ያላቸው ናቸው
 - ሐ/ አጫጭሮች ናቸው
 - መ/ ከላይ የተዘረዘሩትን በሙሉ ያካተተ ነው

- 4. እንግሊዝኛ ቋንቋ የመማሪያ መጽሐፍ በክፍል ውስጥ በሚያነቡበት ጊዜ መልዕክቱን ለመረዳት ይችላሉ?
 - ሀ/ በሚገባ እረዳለሁ ለ/ በመጠኑ እረዳለሁ ሐ/ እረዳለሁ መ/ በመጠኑ አልረዳም ሠ/ ጭራሽ አልረዳም

- 5. የእንግሊዝኛ ቋንቋ መማሪያ መጽሐፍት በሚያነቡበት ጊዜ መልዕክቱን ለመረዳት የሚቸገሩ ከሆነ ምክንያቱ ምንድን ነው?
 - ሀ/ የማላውቃቸው ቃላት ስለሚጠቡ ለ/ የምንባቡ መልዕክት አዲስ በመሆኑ ሐ/ የቤተሰብ እገባ ስለማይደረግልኝ መ/ የመምህር እገባ ስለማይደረግልኝ ሠ/ የተለየ መልስ ካለ ይግለጹ -----

6. እንግሊዝኛ መጽሐፍ በሚያነቡበት ጊዜ መዝገበ ቃላት (Dictionary) ይጠቀማሉ?
 ሀ/ በጣም ብዙ ጊዜ እጠቀማለሁ ለ/ ብዙ ጊዜ እጠቀማለሁ ሐ/ አልፎ አልፎ እጠቀማለሁ መ/ በጥቂቱ እጠቀማለሁ ሠ/ በጭራሽ አልጠቀምም
7. በተራ ቁጥር 6 ለቀረበው ጥያቄ ለሰጡት ምላሽ ምክንያቱ ምንድን ነው?
 ሀ/ ለመረዳት ስለማልቸገር ለ/ መዝገበ ቃላት ስለሌሉኝ ሐ/ አጠቃቀሙን ስለማልችል መ/ ብጠቀምም ባልጠቀምም ለውጥ ስለሌለው ሐ/ የተለየ መልስ ካለ ይግለጹ _____
8. የእንግሊዝኛ ቋንቋ መማሪያ መጽሐፍ በሚያነቡበት ጊዜ በይበልጥ የሚያስደስቱት ምን ሲያነቡ ነው?
 ሀ/ የሰዎች ምልልስ የበዛበት ለ/ የሰዎች ምልልስ ያልበዛበት ሐ/ ምልልስ የሌለበት ምንባብ መ/ ሥነ-ፅሁፍ የሆነ ምንባብ ሠ/ ሳይንሳዊ የሆነ ምንባብ ረ/ የተለየ መልስ ካለ ይግለጹ -----
9. በክፍል ውስጥ የሚያነቡት የእንግሊዝኛ መጽሐፍ ርዕሰ ጉዳይ ይዘት
 ሀ/ አሰልጅ አይደለም ለ/ በመጠኑ አሰልጅ ነው ሐ/ አሰልጅ ነው መ/ በጣም አሰልጅ ነው ሠ/ የተለየ መልስ ካለ ይግለጹ _____
10. በተራ ቁጥር 9 ለቀረበው ጥያቄ ለሰጡት ምላሽ ምክንያቱ ምንድን ነው? _____
11. በክፍል ውስጥ የሚያነቡት የእንግሊዝኛ መጽሐፍ ታሪክ
 ሀ/ በጣም ረጅም ነው ለ/ ረጅም ነው ሐ/ መካከለኛ ነው መ/ በጣም አጭር ነው ሠ/ የተለየ መልስ ካለ ይግለጹ _____
12. በክፍል ውስጥ የሚያነቡት የእንግሊዝኛ ምንባብ አቀራረብ
 ሀ/ በጣም ማራኪ ነው ለ/ ማራኪ ነው ሐ/ መካከለኛ ነው መ/ ማራኪ አይደለም ሠ/ በጣም ማራኪ አይደለም
13. በተራ ቁጥር 12 ለቀረበው ጥያቄ መልስዎ «ሀ» ወይም «ለ» ከሆነ ምክንያቱን ይግለጹ _____

14. በእንግሊዝኛ የተገፉ ጽሑፎችን ከመማሪያ ክፍል ጊዜ ውጪ የማንበብ ልምድዎ ምን ያህል ነው?
 ሀ/ በጣም ከፍተኛ ነው ለ/ ከፍተኛ ነው ሐ/ መካከለኛ ነው መ/ ዝቅተኛ ነው ሠ/ በጣም ዝቅተኛ ነው
15. በተራ ቁጥር 14 ለቀረበው ጥያቄ መልስዎ «መ» ወይም «ሠ» ከሆነ ምክንያቱን ይግለጹ :: _____
16. የእንግሊዝኛ መጽሐፍ ማንበብ ይወዳሉ?
 ሀ/ በጣም እወዳለሁ ለ/ እወዳለሁ ሐ/ መካከለኛ መ. አልወድም ሠ/ በፍፁም አልወድም ረ/ የተለየ መልስ ካለ -----

17. ለተራ ቁጥር 16 ለሰጡት ምላሽ ምክንያቱ ምንድን ነው?

18. የእንግሊዝኛ ቋንቋ መምህራችሁ እንግሊዝኛ ማንበብ እና መረዳት እንድትችሉ
ሀ/ በጣም ይጥራሉ ለ/ ይጥራሉ ሐ/ መካከለኛ ጥረት ያደርጋሉ መ/ ጥረት
አያደርጉም ሠ/ ፍፁም አይጥሩም ረ/ የተለየ መልስ ካለ ይግለጹ _____

19. ለተራ ቁጥር 18 የሰጡት ምላሽ « ሀ ወይም ለ ወይም ሐ » ከሆነ እንዴት ጥረት
እንደሚያደርጉ ይግለጹ _____

20. ወላጆች የእንግሊዝኛ መጽሐፍት እንድታነቡ ያበረታታሉ ?
ሀ/ በጣም ያበረታታሉ ለ/ ያበረታታሉ ሐ/ በመጠኑ ያበረታታሉ መ/ አያበረታቱም
ሠ/ / ፍፁም አያበረታቱም _____

21. በተራ ቁጥር 1 ለቀረበው ጥያቄ የሰጡት ምላሽ «ሀ ወይም ለ ወይም ሐ» ከሆነ እንዴት
እንደሚያበረታቷችሁና የሚያቀርቡላችሁን የመጻፍት አይነት ይግለጹ::

22. የእንግሊዝኛ መጽሐፍት የሚያነቡት ለምንድን ነው?
ሀ/ የቤት ሥራ ለመስራት ለ/ የማንበብ ችሎታዬን ለማዳበር
ሐ/ ለመዝናናት መ/ ለፈተና ሠ/ ለሌሎች የት/ርት ዓይነቶች አስፈላጊ ስለሆነ
ረ/ የተለየ መልስ ካለ ይግለጹ _____

23. የእንግሊዝኛ መጽሐፍ ካነበቡ በኋላ የምንባቡን ታሪክ ለወላጆች ወይም ለጓደኞቻችሁ
ይነግራሉ ?
ሀ/ ብዙ ጊዜ እነግራሉ ለ/ እነግራለሁ ሐ/ አልፎ አልፎ እነግራለሁ መ/ አልነግርም
ሠ/ በፍፁም አልነግርም _____

24. የማንበብ እና የመረዳት ችሎታዎ በምን ደረጃ ላይ ይገኛል ?
ሀ/ በጣም ጥሩ ለ/ ጥሩ ሐ/ መካከለኛ መ/ ዝቅተኛ መ/ በጣም ዝቅተኛ

25. ለተራ ቁጥር 24 ለሰጡት ምላሽ ምክንያቱ ምንድን ነው? _____

26. እንግሊዝኛ የማንበብ እና የመረዳት ችሎታችሁን ለማሻሻል ምን መደረግ እንዳለበት በዝርዝር
ይግለጹ _____

አባሪ 2

በእዲስ አበባ ዩኒቨርሲቲ የትምህርት ኮሌጅ

ድሀረ ምረቃ መርሀ-ግብር

በመምህራን የሚሞላ መጠይቅ

የዚህ ቃለ-መጠይቅ ዓላማ የትምህርት ቤቶችን የመማር ማስተማር ሐደት በጥናት አስደግፎ ማሳልበትነው። በዚህም የርስዎ አስተዋጽኦ ለዚህ ሥራ እጅግ ጠቃሚ ነው። ውጤቱ የጋራ በመሆኑ በተጠየቀው ጊዜ ውስጥ ትክክለኛ ነው ብለው ያመኑበትን ምላሽ እንዲሰጡኝ በአክብሮት እጠይቃለሁ።

- ማሳሰቢያ:- 1. በመጠይቁ ላይ ስም መጻፍ አያስፈልግም ።
- 2. ትክክል ነው የሚሉትን መልስ ያክብቡበት።

1. ክፍል አንድ

- 1.1. የትምህርት ቤቱ ስም _____
- 1.2. ጾታ ሀ/ ወንድ ለ/ ሴት
- 1.3. ዕድሜ ሀ/ 20 በታች ለ/ 21-30 ሐ/ 31-40 መ/41-50 ሠ/50 በላይ
- 1.4. የትምህርት ደረጃ ሀ/ 12 ለ/ 12 + 1 ሐ/12 + 2 መ/12 + 3 ሠ/ ቢኤ/ስሲ እና በላይ
- 1.5. የሰለጠኑበት የትምህርት ዓይነት ሜጅር _____ ማይነር _____
- 1.6. የሰለጠኑበት የትም/ተቋም/፣ ኮሌጅ/ዩኒቨርሲቲ _____
- 1.7. በመምህርነት ያገለገሉበት ዘመን _____
- 1.8. በሳምንት የሚያስተምሩት ክ/ጊዜ _____
- 1.9. የሚሠሩት ፈረቃ ሀ/ ሙሉ ፈረቃ ለ/ ግማሽ ፈረቃ

2. ክፍል ሁለት

- 1. የተማሪዎች እና የእንግሊዘኛ መጽሐፍ ጥምረት በምን ደረጃ ላይ ይገኛል?
 ሀ/1:1 ለ/1:2 ሐ/1:3 መ/ የተለየ መልስ ካለ ቢገልጹ-----

- 2. ተማሪዎች የእንግሊዘኛ መጽሐፍትን በክፍል ውስጥ እንዲያነቡ ያደርጋሉ?
 ሀ/ በጣም አረዳለሁ ለ/አረዳለሁ ሐ/ አልፎ አልፎ አረዳለሁ መ/አልረዳም ሠ/በፍፁም አልረዳም
- 3. ተማሪዎች በሳምንት ስንት ጊዜ በክፍል ውስጥ የእንግሊዘኛ መጽሐፍ እንዲያነቡ ያደርጋሉ ?
 ሀ/ 1 ለ/ 2 ሐ/ 3 መ/ 4 እና በላይ
- 4. ለተማሪዎች በክፍል ውስጥ ለምን ያህል ደቂቃ በአማካኝ እንዲያነቡ ጊዜ ይሰጧቸዋል ?

ሀ/ ከ 3-5 ደቂቃ ለ/ ከ5-10 ደቂቃ ሐ/ ከ10-20ደቂቃ መ/ የተለየ
 መልስ ካለ ቢገልጹልን _____

5. ለተራ ቁጥር 4 ለሰጡት ምላሽ ምክንያቱን ቢገልጹልን _____

6. በተራ ቁጥር 2 የሰጡት ምላሽ «ሀ» ወይም «ለ» ወይም «ሐ» ከሆነ የሚጠቀሙት መጽሐፍት ምንድነው ?

ሀ/ የመማሪያ መጽሐፍት /በት/ት ሚኒስቴር የተዘጋጀ/
 ለ/ በትምህርት ቤቱ የሚሰጥ ሌላ የመማሪያ መጽሐፍት
 ሐ/ በግል የሚያመጡት የመማሪያ መጽሐፍት
 መ/ የተለየ መልስ ካለ ይግለጹ _____

7. በተራ ቁጥር 6 ለቀረበው ጥያቄ የሰጡት ምላሽ «ለ» ወይም «ሐ» ከሆነ ምክንያቱን ይግለጹ _____

8. ተማሪዎች እንግሊዝኛ የማንበብና የመረዳት ችሎታቸው በምን ደረጃ ላይ ይገኛል?

ሀ/ እጅግ በጣም ጥሩ ለ/ በጣም ጥሩ ሐ/ ጥሩ መ/ ዝቅተኛ

9. ለተራ ቁጥር 4 የሰጡት ምላሽ «መ» ከሆነ ምክንያቱን ይግለጹ _____

10. የተማሪዎች እንግሊዝኛ የማንበብና የመረዳት ችሎታቸውን ለመጎልበት እየተደረገ ያለውን ጥረት እና መደረግ የሚገባቸውን ሁኔታዎች ቢገልጹልን _____

11. እርስዎ ከሚያስተምሯቸው ተማሪዎች መካከል እንግሊዝኛ ማንበብና መረዳት የሚችሉ ተማሪዎች ብዛት በአማካኝ ቢገልጹልን ? _____

12. የእንግሊዝኛ የማንበብና የመረዳት ችሎታ ያላቸው ተማሪዎች አጠቃላይ የትምህርት ውጤት እንግሊዝኛ ማንበብና መረዳት ችሎታ ከሌላቸው ጋር ሲነፃፀር የተሻለ ነው ? ሀ በጣም የተሻለ ነው ለ/ የተሻለ ነው ሐ/ መካከለኛ ነው መ/ አይሻልም ሰ/ በፍጹም አይሻልም

13. በተራ ቁጥር 8 ለቀረበው ጥያቄ መልስዎ «ሀ» ወይም «ለ» ወይም «ሐ» ከሆነ ምክንያቱን ቢገልጹልን _____

14. ተማሪዎች እንግሊዝኛ መጽሐፍት ለማንበብ ያላቸው ፍላጎት በምን ደረጃ ላይ ይገኛል?

ሀ/ እጅግ በጣም ጥሩ ለ/ በጣም ጥሩ ሐ/ ጥሩ መ/ ዝቅተኛ

15. ለተራ ቁጥር 14 የሰጡት ምላሽ «መ» ከሆነ ምክንያቱን ቢገልጹልን ? _____

16. ተማሪዎች እንግሊዘኛ አንብቦ የመረዳት ችግር ካለባቸው መፍትሄው ምን እንደሆነ ቢገልጹልን ? _____

17. ተማሪዎች እንግሊዘኛ መጽሐፍት የማንበብ ፍላጎታቸውን ለማጎልበት የተደረገ ጥረት ካለ ቢገልጹልን _____

18. ተማሪዎች እንግሊዘኛ መጽሐፍት የማንበብ ፍላጎታቸውን ለማጎልበት ምን መደረግ እንደሚገባ ቢገልጹ?

19. እንግሊዘኛ አንብቦ የመረዳት ችሎታ ያላቸው ተማሪዎች የኢኮኖሚ ደረጃ አንብበው መረዳት ከማይችሉ ተማሪዎች ጋር ሲነፃፀር በምን ደረጃ ላይ ይገኛል ?

ሀ/ እጅግ በጣም የተሻለ ለ/ በጣም የተሻለ ሐ/ የተሻለ
መ/ የተለየ መልስ ካለ ይግለጹልን _____

20. ተማሪዎች እንግሊዘኛ የማንበብና የመረዳት ችሎታ ሊኖራቸው ይገባል የሚሉት ክፍል ደረጃ ስንት ነው ?

ሀ/ 4 ለ/ 5 ሐ/ 6 መ/ የተለየ መልስ ካለ ቢገልጹልን

21. በተራ ቁጥር 20 ለቀረበው ጥያቄ ለሰጡት ምላሽ ምክንያቱን ቢገልጹልን ? _____

22. ተማሪዎች የእንግሊዘኛ ምንባብ የቤት ሥራ በሚገባ ሠርተው ይመጣሉ ?

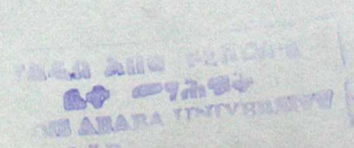
ሀ/ በሚገባ ይሠራሉ ለ/ ይሠራሉ ሐ/አልፎ አልፎ ይሠራሉ
መ/ በፍፁም አይሠሩም

23. ተማሪዎች የእንግሊዘኛ ምንባብ ከክፍል ውጪ እንዲያነቡ እና ሪፖርት እንዲያቀርቡ ይደረጋል ?

ሀ/በሚገባ አደርጋለሁ ለ/አደርጋለሁ ሐ/አልፎ አልፎ አደርጋለሁ
መ/አላደርግም ሠ/በፍፁም አላደርግም

24. የተማሪዎችን እንግሊዘኛ የማንበብ እና የመረዳት ችሎታቸው ሊዳብር የሚችለው እንዴት ነው ?

ሀ/ ብዙ የክፍል ሥራ እንዲሰሩ በማድረግ



ለ/ ብዙ የቤት ሥራ እንዲሰሩ በማድረግ

ሐ/አጫጭር ታሪኮችን እንዲያነቡ በማድረግ መ/ የቤተሰብ ድጋፍ እንዲደረግላቸው

በማድረግ ሠ/የተማሪዎች የማንበብ ፍላጎት እንዲዳበር በማድረግ

25. በተራ ቁጥር 24 ለሰጡት ምላሽ ምክንያቱን ቢገልጹልን _____

26. የተማሪዎች እንግሊዘኛ የማንበብ እና የመረዳት ችሎታ ከአምናው ጋር ሲነፃፀር በምን ደረጃ ላይ ይገኛል ?

ሀ/ አጅግ በጣም ተሻሽሏል

ለ/ በጣም ተሻሽሏል

ሐ/ በመጠኑ ተሻሽሏል

መ/ አልተሻሻለም ሠ/በፍፁም አልተሻሻለም

27. በተራ ቁጥር 25 ለቀረበው ጥያቄ ለሰጡት ምላሽ ምክንያቱን ቢገልጹልን _____



አባሪ 3

በአዲስ አበባ ዩኒቨርሲቲ የትምህርት ኮሌጅ

ድህረ ምረቃ መርሀ-ግብር

የትምህርት ቤቶችን የመማር ማስተማር ሂደት በጥናት አስደግፎ ለማጎልበት ታስቦ የተዘጋጀ ከመጀመሪያ ደረጃ ትምህርት ቤቶች ርዕሰ መምህራን ጋር የሚደረግ ቃለ መጠይቅ፡፡

1. የአንደኛ ደረጃ ተማሪዎች የተለየ ቤተመጽሐፍት ሊኖራቸው ይገባል? ለምን ?
2. አንደኛ ደረጃ ተማሪዎች ቤተመጽሐፍት ገብተው እንግሊዘኛ እንዲያነቡ ት/ቤቱ የሰጣቸው ጊዜ አለ ? ከሌለ ለምን ?
3. ለአንደኛ ደረጃ ተማሪዎች የሚሆኑ እንግሊዘኛ የማንበብ እና የመረዳት ችሎታቸውን ሊያዳብሩ የሚችሉ በቤተመጽሐፍት በቂ ክምችት አላቸው ? ከሌላቸው ለምን ?
4. ት/ቤቱ ለአንደኛ ደረጃ ተማሪዎች የሚነበቡ የእንግሊዘኛ መጽሐፍትን ያውሳል ? የማያውቁ ከሆነ ለምን ?
5. የአንደኛ ደረጃ ተማሪዎች እንግሊዘኛ ማንበብና መረዳት አለባቸው የሚሉት የክፍል ደረጃ እና ምክንያቱን አክለው ቢገልጹልን ?
6. የአንደኛ ደረጃ ትምህርታቸውን የሚከታተሉ ተማሪዎች እንግሊዘኛ የማንበብና የመረዳት ችሎታ በምን ደረጃ ላይ እንደሚገኝ ከአምናው ጋር በማነፃፀር ቢያብራሩልን?
7. የአንደኛ ደረጃ ተማሪዎች እንግሊዘኛ የማንበብና የመረዳት ችሎታቸው እንዲዳብር ት/ቤቱ የሚያደርገውን ጥረት ቢያብራሩልን?
8. በአጠቃላይ የአንደኛ ደረጃ ተማሪዎች እንግሊዘኛ መጻሕፍት ማንበብ እና መረዳት እንዲችሉ በመምህራን በኩል እንዲሁም ት/ቤቱ እያደረገ ስላለው ጥረት ወደፊት ምን ለማድረግ እንደታቀደ እንዲሁም በዚህ ዘርፍ የታዩ ድክመቶችና ጠንካራ ጎኖችን በመጥቀስ ማብራሪያ ቢሰጡን ?

APENDIX 4

Addis Ababa University Faculty of Education

School of Graduate Studies

Observation Check list

1. Do students involve actively in the reading class?
A/ Yes B/ No C/ Comment _____
2. Do teachers encourage students to read in the classroom?
A/ Yes B/ No C/ Comment _____
3. Is the classroom environment conducive for reading?
A/ Yes B/ No C/ Comment _____
4. Is the sitting arrangement convenient to students?
A/ Yes B/ No C/ Comment _____
5. Is there a supplementary reading material in the room?
A/ Yes B/ No C/ Comment _____
6. What type of material do students read?
A/ Government book B/ Non-Government book
C/ Comment _____
7. How is the students reading skills development?
A/ Excellent B. Very good C/ good D/ Poor
8. How many of the students can read and understand English?
A/ Some B/ Average C/ More than average
D/ None of them can read and understand
9. How long do students take to read and understand a given text?
A/ 3-5 minutes B/ 5-10 minutes C/ 10-20 minutes
D/ Specify if other _____
10. What methods do teachers use to help students read a given passage?
A/ Giving pre-reading, while reading and post reading activities? Or any other
method ? _____

11. Do teachers encourage silent reading?
Yes B/ No C/ Comment _____
12. How is teacher student relationship in the reading classroom?
A/ Interactive B/ Non-interactive C/ Comment _____

14. Do all students participate actively in the reading class? If not, why not? ___

15. Do students have their own materials to read?
A/ Yes B/ No C/ Comment _____

16. Do the students like the reading passage?
A/ Yes B/ No C/ Comment _____

17. General comment _____

APPENDIX - 5
Grade 4 - Sample Syllabus

UNIT 6 - FARMING TOOLS

Unit Objectives

At the end of this unit students will be able to:

- distinguish between countable and uncountable nouns
- read and comprehend the given text
- express their feelings orally and in writing about farm tools

Specific Objectives	Contents	Pds	Methodology	Instructional resources	Evaluation and Follow-up
<p>Students will be able to:</p> <ul style="list-style-type: none"> - ask and talk about quantities using countable and uncountable nouns - make sentences with countable and uncountable nouns 	<p>A. LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> - Short dialogues based on the topic using countable and uncountable nouns - Examples of countable and uncountable nouns <p>E.g. Farm tools: picks, sickles, sacks Farm products: flour, rice, milk, butter Quantity words: much, many, a little, a few, some, any.</p>	9	<p>- Dialogues</p> <p>E.g. A: Can you lend me some coloured pencils? B: How many do you want? A: Just a few, red, green and yellow. B: Here you are. A: Thank you.</p> <p>A: Can you lend me some money? B: How much do you want? A: Just a little. B: Here you are. A: Thank you.</p> <ul style="list-style-type: none"> - Students practise these and similar dialogues in pairs. - Get them to write lists of countable and uncountable nouns on the board. - Let students make a display of countable and uncountable nouns on the wall of the classroom, using illustrations 	<p>- Pictures of simple agricultural tools</p>	<p>- Pair performance in class</p> <p>- Display of students' work</p>

Grade 4 - sample syllabus

Specific Objectives	Contents	Pds	Methodology	Instructional resources	Evaluation and Follow-up
<ul style="list-style-type: none"> - read a passage and complete sentences with ideas from the passage. - use the words in given sentences 	<p>B. READING</p> <ul style="list-style-type: none"> - A passage related to the topic - Vocabulary from the passage 		<ul style="list-style-type: none"> - Silent reading - Give exercises e.g. fill in the missing words (some, any, a little, a few, etc.) - Comprehension questions - Brainstorming on vocabulary related to the topic 	<ul style="list-style-type: none"> - Readers, extracts from stories - List of simple agricultural tools prepared by students 	<ul style="list-style-type: none"> - Individual and pair performance in class - Provide comprehension questions
<ul style="list-style-type: none"> - write sentences of their own using countable and uncountable nouns as well as quantifiers - write short sentences and names of farm tools from pictures 	<p>C. WRITING</p> <ul style="list-style-type: none"> - Quantity words as practised in previous sections. - Lists of countable and uncountable nouns - Sentence completion activities - Preparation of vocabulary list 		<ul style="list-style-type: none"> - Students can write their own short dialogues using models and the lists they have prepared. - Tables showing the different question and answer forms E.g. Countable: <ul style="list-style-type: none"> - How many..? A few... Only 3... Uncountable: <ul style="list-style-type: none"> - How much..? A little.. Only a bit.... - Prepare activities on the use of 'some' and 'any'. - Let students arrange jumbled sentences and rewrite them with correct punctuation into a paragraph - Ask students to prepare a list of farm tools in groups. 	<ul style="list-style-type: none"> - Lists of nouns prepared by students - Substitution tables - Model dialogues 	<ul style="list-style-type: none"> - Completing sentences with given words. - Writing names of tools from pictures.

UNIT 21: WHAT IS HIV/AIDS?

Unit objectives:

Students will be able to:

- understand HIV/AIDS and use ideas about HIV/AIDS in their own sentences
- read and understand a passage about HIV/AIDS
- make sentences with the given language content orally and in writing

SPECIFIC OBJECTIVES	CONTENT	Pds.	METHODOLOGY	LEARNING RESOURCES	ASSESSMENT AND FOLLOW-UP
<p>Students will be able to:</p> <ul style="list-style-type: none"> - ask and say what HIV/AIDS is using the language pattern <p>- read a passage about HIV/AIDS transmission.</p> <p>- write sentences about what they are going to do to avoid HIV/AIDS.</p>	<p>A: LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> - (be) going to - Wh- questions, Yes/No questions. - after, soon, tonight. <p>B: READING:</p> <ul style="list-style-type: none"> - A short simple passage/ dialogue about HIV/AIDS and how it is transmitted. <p>C: WRITING:</p> <ul style="list-style-type: none"> - is/isn't, are/aren't going to do - sentences. 	7	<ul style="list-style-type: none"> - Students ask and answer questions from tables or pictures. <p>E.g.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>S1: Can you catch HIV/AIDS from using the same toilet? S2: No. S1: Can you catch it from sharing a blade/safety pin. etc.? S2: Yes.</p> </div> <ul style="list-style-type: none"> - Ask students to construct and act out similar sentences in pairs. - Students read the passage/dialogue silently and do exercises. - Let students tell/write what people are going to do in the passage. - Students use the words to write meaningful sentences. - Students write about themselves from tables and pictures. 	<ul style="list-style-type: none"> - Pictures - Real situations. - Pictures 	<ul style="list-style-type: none"> - Checking students' performance of dialogues - Oral and written exercises. - Written assignment.